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ABSTRACT

The Workplace Education Program (WEP) was a literacy partnership between Emily Griffith Opportunity School and 5 business partners at 11 sites in Denver, Colorado. All of the business partners were in the health care sector. A total of 907 individuals were served during the project grant period. Of those individuals, 226 attended supplementary workshops and the 681 attended modular and long- or short-term classes in one of the following topics: English as a second language (ESL) and ESL/math, writing skills, basic skills enhancement/General Educational Development (GED) Test preparation, vocabulary for health care personnel, and communications. Of the 6[illegible] course enrollees, 575 completed their courses. The workshops, which lasted from 4-8 hours each depending on the needs of the specific audience, dealt with learning to learn and were generally offered to departments at the individual project sites before other program instruction or in conjunction with the project classes. (Appendixes constituting approximately 90% of this document include the following: activity time line and abstract; numbers/characteristics of participants by site; final evaluation report; sample assessments, pre- and post-tests, and class evaluations; program evaluation forms; lists of courses taught/curricula developed; and resumes of key personnel.) (MN)

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ED 378 428

Workplace Education Program (WEP)
Emily Griffith Opportunity School
National Workplace Literacy Grant
Final Report, FY'94

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Introduction

The Workplace Education Program (WEP) staff has had many opportunities over the previous year and a half to discuss workplace education successes, frustrations, and innovations with other professionals in the field, as well as with recipients of other forms of workplace training. There appear to be, among the multiple variables that affect program success, some predictors which ultimately lead to long-term rather than short-term improvements in workforce know-how. Teacher training skills and flexibility are obviously necessary before educators even think of knocking on the partnership "door." But the two critical elements necessary to proceed beyond cursory training are **buy-in** and **trust**. The existence of one of these does not assume the existence of the other.

WEP staff worked throughout the grant period with 5 business partners, consisting of 11 sites: Imperial Headwear; Provenant Health Partners - Inverness, St. Elizabeth/The Gardens, Mercy, Provenant Senior Life Center, St. Anthony Central, and St. Anthony North; Swedish Medical Center and Presbyterian/St. Luke; St. Joseph Hospital; and University of Colorado Health Sciences Center (UCHSC). Swedish Hospital joined the program as a result of a merger which took place with Presbyterian/St. Luke's 6 months after the proposal was accepted. Those parties merged again with several other healthcare facilities to form HealthOne, Denver's largest healthcare system as of November 1994. We restricted program activities however, to the sites we began working with early in the grant period, fall of 1993.

Program participants experienced many successes within specific groups and departments in each of our sites. According to supervisor and employee interviews, staff, and outcome evaluations, the most successful partnership we experienced, was with our sole production partner, Imperial Headwear. By the end of the grant period, end of November of 1994, Imperial Headwear was the only partner who began to implement program instruction company-wide

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(specific details will be found in performance objectives outcomes, pg. 6, ESL; pg. 8 customer service communications; pg. 7, writing). Aside from the fact that tangible outcomes were easier to measure in this production setting, staff believes that buy-in and trust made the critical difference in program success there. They were present from the beginning of the grant, due in part to an 8-year training relationship Imperial has had with Emily Griffith Opportunity School. The workplace literacy grant was seen as an additional opportunity to address other training needs of that growing company.

Well before classes were scheduled, the program's lead instructor at Imperial was encouraged to attend their advisory board training meetings. She was involved in all aspects of ESL training issues. They opened the doors for her to learn, as well as to advise.

Through efforts to develop partnerships, WEP staff became more sophisticated communicators and trainers, often serving as guides for advisory board activities. More meaningful working relationships have developed as a result. Human Resources contacts from three of our partners attended regional workplace literacy conferences and inservices in 1994 and have become advocates for adult education and workplace literacy in the Denver metro area. They have also made themselves available to testify at hearings conducted by Colorado's Commission on Education. They were there to support a bill before the state legislature to determine whether special funding should be allocated for adult education programs in Colorado. (At this time, the only funding for these programs is generated from the federal budget.)

Through the ins and outs of program delivery WEP staff and our business contacts have learned a lot from each other. "Just-in-time" training, designed to meet immediate company needs, expanded in several cases to include more far-reaching instruction addressing more long-term company goals and promoted better communication between departments.

Staff experienced first-hand, that

1. Advisory boards, education committees, or teams were critical to company-wide understanding of the goals and objectives of the Workplace Education Program. (Provenant Health Partners, UCHSC)

2. Where advisory teams were a functioning cross-section of the organization represented, there were fewer complaints about crossed-communications regarding program activities. (Imperial Headwear)

3. Boards or teams changed in appearance and composition as the needs and demands placed on the organization changed. (Provenant Health Partners, UCHSC) In two cases, we were never able to form a true advisory council; therefore participants' were doubtful of the program's significance to the company's overall training goals. (St. Joseph Hospital, Presbyterian/St. Luke and Swedish)

4. Change was the single most defining feature in our business partnerships. Two of our five partners underwent mergers in 1994 and two others began negotiating mergers. Our healthcare research partner, UCHSC, restructured its entire hiring and promotion system. To a certain capacity, the advisory council helped maintain effective program equilibrium when companies underwent such radical changes.

5. Time constraints and work-loads continued to increase for all of our partners and their employees. Business contacts who were committed to and involved in adult education provided needed motivation to both supervisors and learners and insured greater program participation.

6. Forming and maintaining advisory councils required WEP staff to increasingly acknowledge and support the level of commitment required of council members and of the learners who were participating in classes. Learner recognition ceremonies became an integral part of scheduled training. Supervisors were included in some of those recognitions. Staff initiated discussions to integrate supervisor support activities in our Training Transfer plan.

7. Finally, we learned again that humor and focus were two absolutely necessary survival skills that must be developed and nurtured on the way to long-term positive change. So, as we teach, we learn.

The WEP proposed three primary performance objectives and three process objectives in its application for national workplace literacy dollars, 1993-94 grant period. The performance and process objectives address the actual accomplishments of our application. The outcomes of those objectives, along with dissemination activities, evaluation, changes in key personnel and financial status report, will be addressed in the body of this final report. The schedule of accomplishments and number and characteristics of the participants are addressed in Appendix A and B, respectively. In addition, an abstract of our proposal can be found in Appendix A.

PERFORMANCE OBJECTIVES

Goal #1

540 of 720 participants will attain or enhance job-specific literacy skills measured by increased readiness for promotion - error rate, absenteeism, and decreased employee turnover. (See chart on "Number of Students Enrolled and Who Completed/Continued," page 5.)

Evaluation:

Nine hundred and seven students were served during this grant period, 681 in long or short-term modular instruction. (See Program Demographic graphs in Appendix B.)

Two hundred and twenty-six of the 907 attended half-day and full-day supplementary workshops; several of these were designed to assist employees with identification and management of conflicts resulting from difficult company mergers. One hundred and six of the 226 enrollees participated in learn to learn workshops called "Meet Your Mind" in our program. Learn to learn modules lasted from four to eight hours each, depending on the need and the audience. These modules were generally offered to departments prior to other program instruction or in conjunction with our partners' job training. These workshops were presented to University of Colorado Health Sciences Center (UCHSC) and to Provenant Health Partner employees. (Elements of learn to learn were also incorporated in longer-term basic-skills enhancement classes, and to improve spelling in the writing skills classes.)

NUMBER OF STUDENTS ENROLLED and WHO COMPLETED/CONTINUED

Total enrollees: 681 in short and long term classes

Total completions of modular and long-term classes: 575

Total workshop participants: 226

	Enrolled	Completed (or Continued)
ESL and ESL/Math	96	84
Writing Skills	154	123
Basic Skills Enhancement/ GED	55	42
Vocabulary for Healthcare Personnel	48	31
Communications	328	295
	681	575

Of 681 enrolled in modular and long-term instruction, 575 participants completed instruction. Forty-two of these completed or are continuing in Basic Skills Enhancement classes, which included a GED track. Twelve of these students received their GED diplomas, better securing their jobs and/or enabling them to seek promotions. For example, one man became a line manager at St. Anthony Central (SAC), and has become a team leader among his co-workers. One GED graduate from Mercy Hospital, now in their housekeeping department, enrolled in a certified nursing assistant program at Emily Griffith Opportunity School. She completed that course and will be taking her CNA board exams in the spring. Another woman from Swedish Hospital has enrolled in LPN courses through Community College of Denver. Another man from SAC took a better paying job at another health care facility in Denver. Three others got their GEDs within three months of each other - a mother and her two children - all employees of SAC. They were interviewed for Provenant's system newsletter, and serve as an inspiration to their co-workers.

Internal evaluation and supervisor interviews revealed that, almost without exception, Basic Skills/GED class participants' general confidence and ability to perform job tasks increased significantly. This was particularly true for SAC and Swedish Hospitals' Food and Nutrition Departments. both of these departments were headed by individuals who had a true concern for the development of their employees. Each took "transfer of training" to heart. Each manager was able to enumerate instances at work that, in their opinions, reflected skills gained in class:

- More willingness to ask questions
- Better ability to describe work-related problems
- Better inter-personal skills; fewer conflicts and more flexibility
- More willingness and ability to use procedural manuals
- More confidence in using forms; forms were used correctly and more often
- More confidence using numbers and working at a cash register
- Fewer mistakes when working with numbers
- Increased leadership capacity

Eighty-four of the 96 participants enrolled in workplace specific ESL received ongoing instruction; 73 of these participants were employed by Imperial

Headwear. Curriculum there was determined, modified, and evaluated by Imperial's education and training and advisory board, and was extremely job specific. The program's lead instructor at Imperial worked carefully with the advisory board and its new president to determine a needs assessment that would draw more new participants to these non-mandatory classes. As a result, staff was able to create a new class of 15 this fall for employees who had not taken advantage of earlier instructional opportunities. In addition, 18 ESL students completed specific math modules designed for their production jobs at Imperial Headwear. Description and evaluation of the ESL component of instruction will be addressed in Goal 3 of the Performance Objectives, p. 10.

Program participants were enrolled in seven (7) workplace specific writing skills classes. The majority of the writing skills classes were presented to 123 UCHSC employees, as their education advisory board identified this as their strongest immediate need. A total of 154 employees enrolled in writing skills classes; 123 completed these modules. This fall, 31 Imperial Headwear employees enrolled in "Descriptive Writing for Production." Many had been promoted to customer service areas from the floor, and did not have the writing skills to effectively manage external and internal company correspondence.

In addition, "Vocabulary for Healthcare Personnel" was offered three times in 1994 to clerical and support services employees with Provenant Health Partners. Its development was the outcome of several advisory board discussions. The classes were presented in a very basic format within a narrative context. Its design appealed to employees who had been previously overwhelmed by medical terminology in reports, transcriptions and phone conversations. Thirty-one of the 48 individuals who originally enrolled completed those modules.

Interpersonal communication classes made up the balance of our identified program needs during this grant period. Because of the stressful nature of healthcare jobs, on-going mergers, down-sizing, and systems changes, the need for more positive, skilled communication dominated the list of job-related needs identified by the majority of our partners. Nine communications skills modules were offered to a wide variety of departments and populations, most of them surrounding issues of conflict resolution. Two hundred and ninety-five participants completed communication skills modules of the 328 who enrolled during the year. Provenant Health Partners comprised our largest group of participants in those modules, sending employees from Inverness, Mercy Hospital, Provenant Senior Life Care Center, St. Anthony's North, and St. Anthony Central Hospital. Departments served were Medical Records, Admissions, Pharmacy, Human Resources, Environmental Services, and the Clinical Lab at Mercy Hospital; Medical Records, Patient Registration, Nutrition Services at St. Anthony Central; and speech, physical and occupational therapists as well as Environmental Services employees from Mercy, indicated a need to learn specific strategies to resolve conflicts with co-workers and patients in several departments. At Provenant Senior Life Center, a short-term senior care facility, instructors spotlighted specific methods for improving communication between healthcare workers and their senior patients. Participants included nurses, social workers, physical therapists, employees from admissions, long-term care, pharmacy, plant-operations, speech therapy, and nutrition services.

Communication skills were also offered in the form of customer service for the Customer Service and Credit departments for Imperial Headwear. This past fall, employees at SAC attended a series of follow-up workshops to review and practice some conflict resolution techniques presented during earlier workshops.

Goal #2

At the conclusion of the grant period, 360 of the 720 will demonstrate a minimum gain of 25% in listening, speaking, reasoning, or problem-solving. (See chart on "Literacy Gains for 1993-1994 Grant Period," pps. 12 to 14.)

Evaluation:

Five hundred of 575 participants who completed program instruction showed gains of at least 25% in the above skill areas.

Reasoning and problem-solving activities were components of all program instruction that was offered except for the most basic ESL instruction. Communication skills, both writing and interpersonal, contained ongoing interactive exercises. Gains in all four of the above areas were demonstrated though teacher-designed assessments and were confirmed in supervisory interview (Internal evaluation conducted throughout the grant period, and more formally during the summer of 1994.) Some healthcare supervisors hoped to see more application and practice of methods learned, but acknowledged that lack of time allotted to employees to attend classes and few partner incentives also contributed to inconsistent use of new communication skills practices.

Listening and speaking skills gains were noted for all but two of the 84 ESL participants who remained with the program over the year, and for all but five of the 42 GED and Basic Skills participants who remained with the program. Two of these five exhibited strong learning disabilities; two had cycles of poor attendance due to family problems; one had transportation problems which she remedied this summer. The Basic Skills class at her site helped her gain confidence in reading to a point where she felt able to study for her driver's license this summer. At age 50, she passed her exam.

Listening and speaking skills increases were demonstrated by the following behaviors:

1) Increased ability to work in teams and emergence of team leadership skills

2) Participants posed more frequent questions when encountering problems (Swedish Hospital - Food and Nutrition, E.S.; UCHSC - bookstore, clerical, print shop; St. Joseph Hospital - E.S. Dept.; St. Anthony Central - Food and Nutrition, E.S.; St. Anthony North - Food and Nutrition, Medical Records; Provenant Senior Life - Patient Care; Mercy - E.S. Dept., Food and Nutrition; Inverness - Patient Accounting, Record Keeping; Imperial - Customer Service)

3) Ability to understand answers to questions without help from a translator (St. Joseph Hospital - E.S. Dept.; Imperial Headwear - Production Floor)

4) Better ability to answer patient/visitor requests for assistance or directions in the hospitals (St. Joseph Hospital- E.S.)

Goal #3

After 100 hours of ESL instruction, 38 of the 50 participants will demonstrate improved English usage.

Evaluation:

Ninety six (96) individuals enrolled in workplace specific ESL classes during this grant period. Eighty four (84) participants remained with the program long enough to improve their English language skills (60-80 hours of class time). Seventy three (73) of these participants were employees at Imperial Headwear. Fifty (50) of these continued instruction through the year and improved English language skills significantly. Most no longer required a translator when problems arose on the production floor. (Per two supervisors interviewed for internal evaluation conducted in August of '93.) Almost all of these 50 were more able and willing to ask questions when problems arose on the job. They were able to read and comprehend instructions on work orders more effectively. The error rate decreased and communication between speakers of other languages on other work-teams expanded. Imperial is beginning the process of converting to work-teams, company-wide, and reports that the foundation laid through the work-based ESL classes will make that transition easier.

At St. Joseph Hospital, the first two modules of ESL instruction consisted of four beginning, two intermediate, and four advanced-level participants (per CASAS, BEST, and teacher-designed assessments). The four advanced students and two intermediate learners made significant gains during the first session (approximately 80 hours of class instruction); one Tibetan enrolled at Community College this fall; one Vietnamese plans to begin classes there in the spring of 1995; four Asians enrolled in the fourth module of GED/Basic Skills classes which began this last September.

Three of the four increased reading skill by two grade levels, and one Vietnamese gentleman passed his GED exam in December of 1994. All four participants have taken on more responsibility in the Environmental Services department. The manager of that department plans to make one of these gentleman a supervisor in E.S. after he improves his English pronunciation skills.

After evaluation and feedback activities, Workplace Education Program (WEP) staff decided to schedule a beginning level ESL class separately for St. Joseph Hospital employees. Eight enrolled, and the four who continued from previous modules began to make much greater gains. Supervisors reported greater confidence and more positive interaction between these participants and their co-workers.

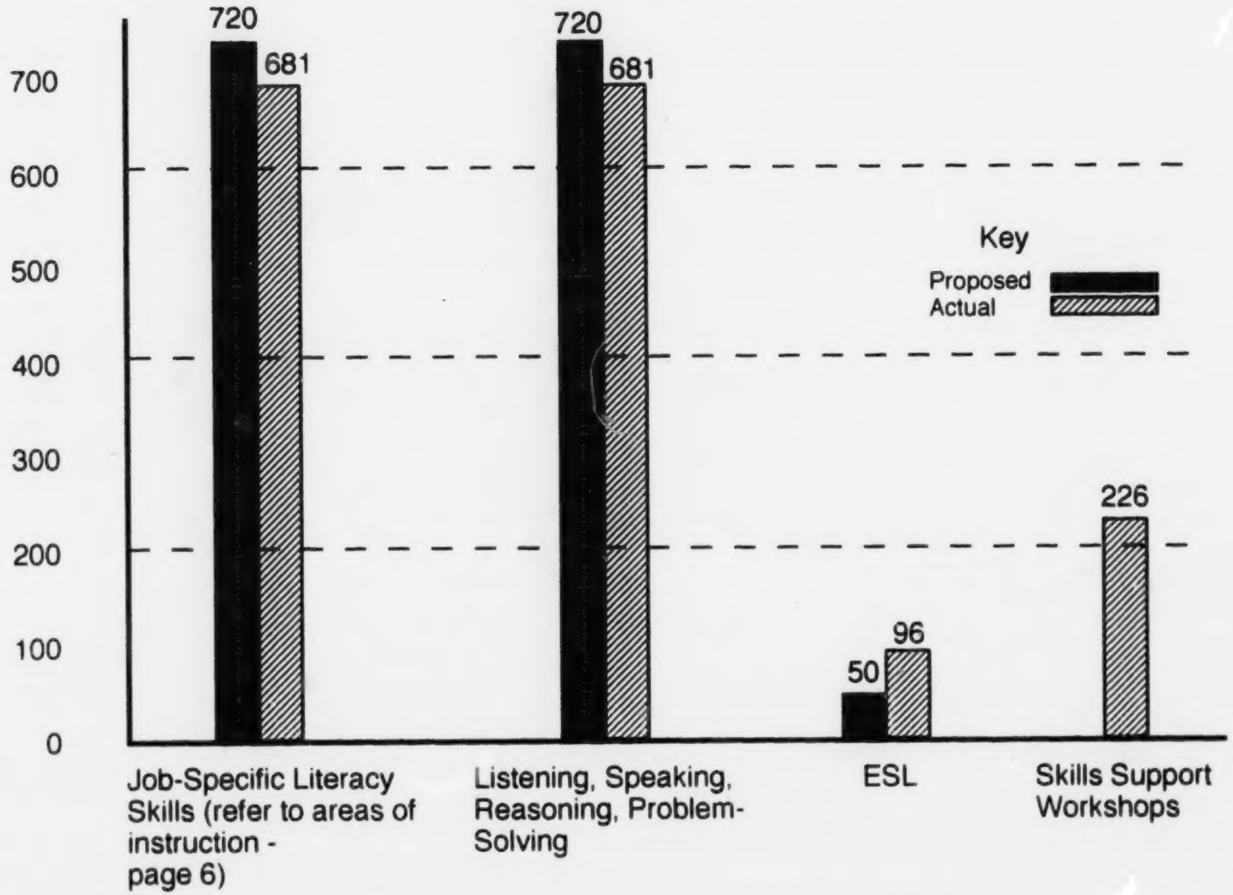
Imperial Headwear revealed that ESL and general communication instruction had resulted in significant improvements on the production floor and in the Customer Service and Credit departments: Less time was spent on the production floor arranging translations to discern problems and explaining solutions. (Production typically ceases for 20-30 minutes while a translator is found and the problem is resolved. Not only is time lost for the company and the employee, but the translator also must cease production. The company ordinarily pays piece rate, but for any other type of job-related activity, such as translation, Imperial pays $10.00/hour. One department alone reported a savings of $50-$200 a week on this type of activity among employees who attended two or more modules of ESL instruction during the year (minimum of 60-80 hours class-time). Eighty-five percent of the program participants were more likely to ask questions when uncertain about a work order rather than make mistakes which had to be corrected later.

LITERACY GAINS FOR 1993-1994 GRANT PERIOD

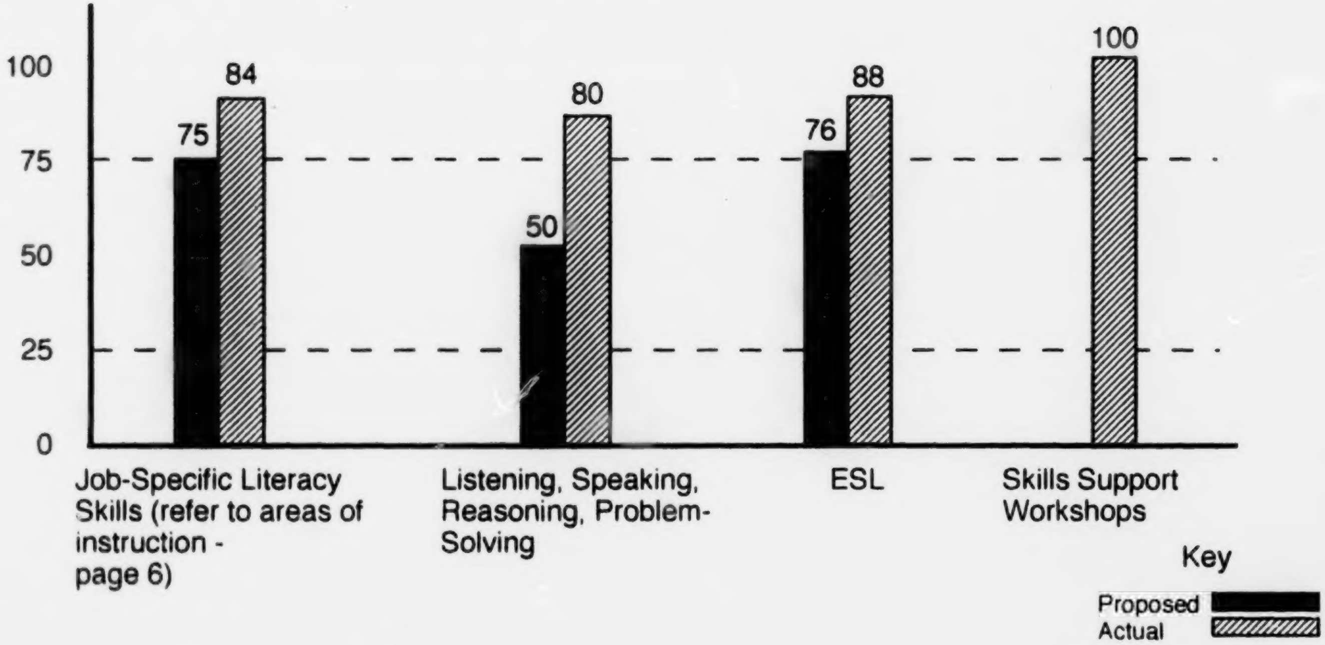
Educational Performance Objectives	Proposed	Actually Served	Proposed % to Progress/ Complete	Actual % to Progress/ Complete
Job-specific Literacy Skills (refer to areas of instruction - page 6)	720	681	75% (540 of 720)	84% (681 of 720)
Listening, Speaking, Reasoning, Problem-Solving	720	681	50% (360 of 720)	79.8% (575 of 720)
ESL	50	96	76%	87.5% (84 of 96)
*Served in skills support workshops • Goal-Setting • Conflict Resolution • Learn to Learn	Not addressed as separate objective in the proposal	226	Not addressed as separate objective in the proposal	Length of workshops prevents accurate of measurement of gains. See below

* 130 of 226 utilized information gained in workshops after enrolling in other program instruction. Applications were noted by program instructors and supervisors.

NUMBERS SERVED



PERCENT SHOWING PROGRESS OR COURSE COMPLETION



PROCESS OBJECTIVES

Goal #1

Develop and implement qualitative and quantitative assessment and evaluation tools.

Evaluation:

Assessment and evaluation tools varied with the type of business partner and culture of given sites. They evolved and were modified over the course of the grant with partners where advisory councils were utilized. Where formal advisory boards were not utilized, needs assessment discussion and evaluation tactics were also part of ongoing communication between instructors, site contacts, and departments being served at those sites. Samples of some of these needs assessments forms can be found in Appendix D. Evaluations fell into one of two categories: class and program. Samples of the class evaluations - completed by the students and supervisors are in Appendix D. A standardized program evaluation - completed by supervisors and human relations personnel, can be found in Appendix E.

Imperial Headwear was our sole production partner. Its workforce is comprised largely of non-native English speakers. It was easier to identify goals and objectives for this company and also easier to measure results. There were several reasons for this: 1) The company president, the board of directors, and the human resource department were involved and invested in finding means, through improved work-based communication skills instruction, that would lead their employees to greater flexibility, independence, and efficiency.

To achieve these goals, needs assessments and Literacy Task Analysis (LTA) were conducted from the beginning. Populations to be served, and the type of ESL instruction to be presented were discussed and developed with Imperial's advisory board. Program staff's lead instructor at that site was an active participant in all those discussions. Needs assessments were primarily work-based. This year, an extensive employee needs assessment was developed, in part, to discover why more employees were not taking advantage of this non-mandatory instruction. (See Appendix D:

Assessments.) As opposed to the earlier quantitative assessments, the more recent tool was developed in a style and format that would draw more information from the employees themselves, about the nature of their jobs, their opinions about their jobs, and specific areas where they most see the need for improved English language skills. That assessment resulted in the development of another class for employees with greater language comprehension problems requiring a different pace and teaching methodology.

Though the BEST test and the DOPT (Delta Oral Placement Test) had been used to measure general language skills, the skills assessments most used were pre- and post-tests developed as part of the workplace curriculum.

Apart from the external evaluation done by Jennifer Burkhart in May and June of 1994, the Program Staff Manager conducted an extensive internal evaluation in August and September of this year. WEP staff representatives interviewed Human Resources personnel, supervisors, and department managers for more detailed feedback and observations on instruction, program delivery, individual outcomes, and overall marketing and recruitment results.

When targeted skills were directly linked to tangible objectives, it was much easier to compare outcomes with identified needs and measure their value. For project staff, accurate needs assessment and measurable outcomes evaluation have been trickier to accomplish for our large healthcare partners. All but one of our healthcare partners were multi-site organizations, each site with a different culture, different healthcare offerings, and a wide range of views on the purpose and function of worksite training.

As education advisory councils gained clearer understanding of their role in the program, WEP staff developed skills assessments and evaluations that were more meaningful for healthcare personnel. However, evaluations tended to measure department-wide changes rather than company-wide changes for our multi-site partners.

Program staff attempted Literacy Task Analyses at each of our targeted sites. This process, we learned, was extremely time consuming and not as effective for several of our healthcare sites, particularly where few reading, writing, and math skills were required to perform jobs department-wide. For these areas, job task analyses and needs assessments became more useful for determining program instruction. WEP staff developed needs questionnaires and check-lists relevant to targeted populations among our partners. They interviewed and observed entry-level employees, supervisors, managers, support staff, and individuals from other departments who interacted frequently with the targeted audience. Results were compiled and instruction was scheduled based on these results.

Goal #2

Collect workplace data on participant gains

Evaluation:

Data on participant gains were collected from pre- and post-test scores, results from work samples in student files, and anecdotal information gathered by the instructors. These results were recorded on the IEP written on each student. Instructors were responsible for maintaining these files and getting them to the program office at EGOS. In addition, WEP staff interviewed participants and their supervisors, human resources personnel. Data was recorded on a standardized collection form. The data relayed in the Performance Objectives portion of this report were extrapolated from these sources. For specific details refer to Performance Objectives and Evaluations sections.

Goal #3

Dissemination

Evaluation:

The WEP staff developed 14 curricula over the past year. A list of the curricula is included in Appendix F. Copies of each curriculum will be sent to the Eric Clearinghouse; the Northwest Curriculum Coordination Center (NCCC) in Tacoma, Washington; and the U.S. Department of

Education, Washington, D.C. Both Eric and NCCC will be forwarded copies of this final report, minus the financial report, and the final external evaluation report.

Curricula has been made available to each partner's sites where instruction was delivered. In some cases, videotapes of various courses were developed and remained with that partner. Whenever possible, curricula developed for one business partner were utilized at other partner sites, when similar skill needs and target populations were identified.

Emily Griffith Opportunity School's (EGOS) vocational department staffs (Health Occupations, Business and Marketing) have requested copies of some of the work-based curricula to use with students who are not absorbing the material as it is presented within standard course outlines. In addition, business contacts being served under a state adult education grant in Colorado have asked for copies of some of the writing, communication, and reading curricula; they are considering restructuring some of their employee training and feel that certain curriculum formats developed by WEP staff may be more accessible to their audiences.

Four of the WEP staff were or continue to be area resource teachers for the Colorado Department of Education. Interest in "learn to learn" strategies and workplace education has increased tremendously in Colorado. Because of their experience, WEP staff resource teachers were asked to conduct trainings and give presentations on aspects of both these areas. They have shared their expertise in workshops for teachers and business representatives in Colorado Springs, Pueblo, Vail, Breckenridge, Parker, Northglenn, Durango, as well as the 1994 regional COTESOL conference, March 1994, CACAE Conference in June 1994, and the Mountains and Plains Adult Education Conference in Arizona, June 1994.

The WEP staff believe we have added to our community's awareness of the nature and value of workplace education. Through these contacts, we eventually hope to collaborate adult education efforts in a variety of learning environments and create more comprehensive training programs for Colorado's workforce.

External Evaluation

The Workplace Education Director, Dr. Sharron Carosella, contracted with Jennifer Burkhart to do the external evaluation for the 1993-1994 grant period. Ms. Burkhart has 12 years of adult education experience, five of those in workplace education. She has served as an instructor, curriculum and program developer, advisor and consultant for both private businesses and public organizations throughout Colorado. Her resume is included in Appendix C, along with a copy of her external evaluation report.

WEP staff was especially glad to be working with Ms. Burkhart; she assisted Jean Anderson with the program's first external evaluation in late spring of 1993. As WEP staff increased and grant activity expanded, Jennifer's observations of both education and business partner agendas were invaluable.

During the 1994 evaluation, Ms. Burkhart focused special attention on the working relationships and expectations among WEP staff and administration within the business partnerships. In her report, Ms. Burkhart's strongest commendation was for program staff's flexibility, range of skills, and their understanding in implementing workplace literacy grant objectives. Her strongest recommendation was that we improve some of our reporting and communication procedures with our multi-site business partners.

Staff responded to Ms. Burkhart's recommendation with two immediate changes: (1) The program manager increased the number of hours allotted in the budget for a secretary. The secretary's expanded duties allowed staff to report program activities more consistently to human resource department and advisory board contacts.

(2) The program manager initiated meetings with each business partner to renew discussion about the importance of education advisory boards. Two of our partners had never formed acting advisory teams. Others needed revision, to include representatives whose voices were not being heard when establishing program goals. One of the main topics for discussion in these meetings was shared responsibility for program marketing, data gathering, and outcomes evaluation. The program manager encouraged both comprehensive and site-

based advisory teams as a means for overcoming many of the communication barriers in program delivery. When staff learned in September that EGOS had been awarded another workplace literacy grant, we were able to engage partners in more serious plans to implement advisory teams. This was a more time-consuming process for implementing program delivery. But, staff found it more effective in the long run than procedures we had previously used to target isolated departments with our large, multi-site partners. These discussions have already lead to better awareness of the challenges and possibilities for program implementation, even with partners where program instruction was fully supported.

Key Personnel Changes

Mary Ann Partham, former principal of Emily Griffith Opportunity School, died in early 1994 of a long term illness. Since that time, her duties have been shared between Marla Marcott, Vice-Principal of EGOS, and Sharon Johnson, Assistant Superintendent of Denver Public Schools. A copy of their resumes are located in Appendix G.

Financial Report

APPENDIX A

Activity Time Line & Abstract

ACTIVITY TIME LINE
For 1993-94

TASKS ACCOMPLISHED	TIME
Created a planning team	Jul. '93
Recruited and selected instructors	Jul. '93 to Jan. '94
Provide professional instruction for staff • Jennifer Burkhart's presentation - The Role of the Advisory Board in Workplace Education (Aug. '93) • Dee Sweeney's training - Learn to Learn (Sept. '93) • COTESOL conference - 2 staff members gave presentations (Mar. '94)* • Denver Metro Literacy Conference (Mar. '94)* • Phoenix conference - 2 staff members gave presentations (May '94)* • Workplace Education Mini-Conference, Building Better Partnerships (CDE) (Aug. '94) • Workplace Education Regional Conference (CCCOES) (Sept. '94)	Aug. '93 to Sept. '94
Conducted presentations to supervisory personnel	Aug. '93 to Sept. '94
Prepared public relations materials Prepared and interviewed for spotlight articles in company newsletters. Developed and/or distributed special bulletins, presented at staff meetings, set up information tables in public access areas throughout the year to market the program. Developed and refined program brochure and info-sheets to distribute to human resources and management personnel.	Aug. '93 to Sept. '94
Identified critical job tasks	Aug. '93 to Sept. '94
Conducted literacy task analyses	Aug. '93 to Sept. '94

Planned and developed curricula	Sept. '93 to Sept. '94
Implemented needs assessments	Sept. '93 to Sept. '94
Scheduled recruitment and instruction	Sept. '93 to Sept. '94
Developed individualized education plans IEP form co-developed by staff. Included space to indicate short- & long-term work, education, and personal goals; standardized and/or curriculum specific assessment results used throughout the course; and material, methods used to achieve course objectives. Additional 1/2-page provided for instructor and learner comments. Forms distributed to all instructors.	Sept. '93 to Oct. '94
Delivered instruction	Oct. '93 to Nov. '94

* WEP staff attended these conferences, 4 members gave presentations in learning strategies, modification of training materials for ESL, and in setting up advisory boards.

ABSTRACT

The Workplace Education Program

The Workplace Education Program is intended to broaden the base of involvement and participation in workplace literacy. The training will focus on competencies related to specific employment in hospitals and manufacturing. Partners in this project are Emily Griffith Opportunity School; Provenant Health Partners (Saint Anthony North, Saint Anthony Central, Mercy Medical Center, Saint Elizabeth/The Gardens, and Provenant Senior Life Center); University of Colorado Health Sciences Center (UCHSC); Saint Joseph Hospital; Presbyterian/Saint Luke's Medical Center; Imperial Headwear, Inc.

Objectives

- By the end of the grant period, 540 of the 720 participants, will attain or enhance job-specific literacy skills
- At the conclusion of the grant period, 360 of the 720 participants will demonstrate a minimum gain of 25 percent in listening, speaking, reasoning or problem-solving
- After 100 hours of English as a Second Language instruction, 38 of the 50 participants will demonstrate improved English usage
- Develop and implement qualitative and quantitative assessment and evaluation tools
- Collect and submit workplace data on participant gains
- Develop, validate, refine, reproduce and disseminate basic skill curricula

The proposed project will include several formal steps in its methodology.

Create a planning team
Recruit and select teachers
Provide professional training for teachers
Conduct presentations to supervisory personnel
Prepare public relations materials
Identify critical job tasks
Conduct literacy task analyses
Plan and develop curricula
Implement a needs assessment
Schedule recruitment and instruction
Develop individualized education plans
Deliver instruction
Evaluate outcomes
Disseminate curricula

Effectiveness is essential to the success of any basic skills training program. It is essential in showing the employer, the employees and the project staff that the program objectives are being met. Evaluation of this project will be an ongoing process to keep the partners apprised of the progress of the employees.

The results of the product evaluation will be used to reassess the project. The partners can review the long-term direction of the program, revise policy, purpose, goals, objectives and activities, and make decisions about both the project and the staff.

PROGRAM FACTORS

Education inherently involves lifelong learning. If America is to be prepared for the 21st Century, it is essential that its citizens be literate. A literate society is vital for two reasons: Economic security depends on competing successfully in a global economy and democracy depends on educated citizens making informed choices. The fifth national education goal dictates, "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." (The National Education Goals, February 4, 1991).

The U.S. Department of Education estimates that 20 percent of American adults lack the basic skills needed to be functionally literate. Employability is a primary concern for these adults. Basic skills remediation is required to attain entry level employment, to maintain current employment and to participate in upward mobility in the labor market. Due to a significant shift in the workplace, low and mid-level occupations are expanding rapidly. These job classifications require increasing literacy skill levels. The charts at the end of this section demonstrate the literacy requirements of the actual jobs related to the project as well as career advancement options. Although the literacy task analysis will drive the curricula to be developed, Appendix A lists some of the functional context skill requirements of the changing workplace as depicted by Jorie W. Philippi in Literacy At Work and listening and speaking skills listed in Upgrading Basic Skills For the Workplace by the Pennsylvania State University. As appropriate, these skills as well as speaking, listening, reasoning and problem-solving, will be reflected in the customized curricula.

As a designated area vocational school, Emily Griffith Opportunity School (EGOS) is proposing to improve the productivity of the work force through improvement of literacy skills in the workplace. This project is targeted to adults with inadequate skills for whom the accomplishment of the project objectives will result in new or continued employment, career advancement or increased productivity. The major goals of the Workplace Education Program are the following:

1. To provide literacy for limited English proficient, basic skills instruction and secondary education services leading to the completion of a high school diploma or its equivalent
2. To upgrade the basic skills of adult workers in accordance with changes in the workplace requirements
3. To incorporate educational counseling and activities to improve the competency of adult workers in speaking, listening, reasoning and problem-solving.

APPENDIX B

Number & Characteristics of Participants

PROGRAM DEMOGRAPHICS

Imperial Headwear

Total Served	Instruction Area	Job Areas	Ethnicity	Ages	Gender Ratio
73	ESL & ESL Math	• Production floor • Direct Embroidery • Sewing	• Black • Hispanic • Asian • Eurasian	18 - 50	35% M 65% F
15	Customer Service & Communication	• Customer Service • Accounting & Credit	• White • Hispanic	23 - 35	12% M 88% F
31	Writing	• Customer Service • Accounting & Credit	• White • Hispanic • Am. Indian	21-53	3% M 97% F

Presbyterian/St. Luke's/Swedish

Total Served	Instruction Area	Job Areas	Ethnicity	Ages	Gender Ratio
10	Basic Skills Enhancement	• Food & Nutrition • Housekeeping	• Hispanic • White • Black	30 - 55	20% M 80% F
6	ESL	• Housekeeping • Food & Nutrition	• Hispanic • Black	28 - 40	16% M 84% F

* Ethnicity is listed in the order of the greatest number of students.

Provenant Health Partners

Total Served	Instruction Area	Job Areas	Ethnicity	Ages	Gender Ratio
27	Basic Skills Enhancement/ GED	• Housekeeping • Food & Nutrition	• Hispanic • Black • White	19 - 49	38% M 62% F
293	Communications				
	Mercy	• Environmental Services • Housekeeping • Nursing • Medical Techs	• Hispanic • White • Black	22 - 48	22% M 78% F
	St. Anthony Central	• Medical Records • Intake Services	• White • Hispanic • Black	27 - 47	3% M 97% F
	Provenant Senior Life Care	• Senior Care Support Staff • Intake	• White • Hispanic • Black	28 - 51	6% M 94% F
	Inverness	• Patient Accounting • Financial Services	• White • Hispanic • Black	31 - 44	0% M 100% F
	St. Anthony North	• Food & Nutrition • Medical Records	• White • Hispanic • Black	24 - 46	10% M 90% F

Provenant Health Partners (cont.)

Total Served	Instruction Area	Job Areas	Ethnicity	Ages	Gender Ratio
48	Vocabulary for Healthcare Personnel	• Clerical Support • Medical Records & Intake	• White • Hispanic • Black	23-55	21% M 79% F
54	Learn to Learn	• Food & Nutrition, Chef Training	• Hispanic • Black • White	25 - 53	68% M 32% F
		• Education Coordinators	• White • Black • Hispanic	34-57	0% M 100% F

St. Joseph Hospital

Total Served	Instruction Area	Job Areas	Ethnicity	Ages	Gender Ratio
18	GED/Basic Skills Enhancement	• Housekeeping • Laundry • Food & Nutrition • Maintenance	• Hispanic • Black • Asian • White	25 - 50	40% M 60% F
17	ESL	• See above	• Asian • Eurasian • Hispanic • Russian	28 - 43	58% M 42% F

UCHSC

Total Served	Instruction Area	Job Areas	Ethnicity	Ages	Gender Ratio
12	Interpersonal Communications	• Printing Shop • Bookstore • Maintenance/ Facilities Services	• White • Black • Hispanic	22 - 55	78% M 22% F
123	Basic Writing Skills	• See above	• See above	22 - 55	78% M 22% F
	Completing Document	• Maintenance • Security Police	• White • Black • Hispanic	27-57	80% M 20% F
	Business Writing Skills - Grammar, Proofing, Editing	• Clerical Support Staff	• White • Hispanic • Black • Asian	22 - 57	15% M 85% F
52	Learn to Learn	• Maintenance	• Hispanic • White • Black	32 - 53	94% M 6% F

APPENDIX C

Resume of External Evaluator & Final Evaluation Report

Jennifer Beard Burkhart

500 Boyd St.
Golden, CO 80403

Phone: (303) 271-0819 home
(303) 866-6936 work

Highlights of Qualifications

- Extensive experience in all aspects of Workplace Education
- Strong training background in adult education and business and industry
- Proven ability in developing and implementing basic skills and workplace education curriculum and training materials
- Outstanding one-on-one, small group and presentation skills

Relevant Experience:

Workplace Education:

Consulting / Technical Assistance / Training

- Provide technical assistance and training to statewide Adult Education programs in advisory board formation, job task audits, curriculum development and program evaluations
- Manage state departments workplace education clearinghouse
- Consult with area business to advise in workplace education program concerns
- Conduct external evaluations of National Workplace Literacy Grant Programs
- Aided in writing a National Workplace Literacy Grant Proposal for Arapahoe Community College, 1992
- Speak at regional, state and national workplace education conferences upon request

Curriculum / Materials Development

- Conduct workplace job task audits and identify corresponding skills
- Customize basic skills curriculum and instructional materials appropriate to the functional context of the job
- Develop customize workplace assessment instruments
- Develop and disseminate workplace curriculum to 3 clearing houses including the ERIC Clearinghouse
- Customized various computer programs to include workplace materials
- Created 8 hour workplace training session involving advisory board formation, literacy task audits, curriculum development and program evaluation
- Wrote 5 workplace education training modules for the Colorado Department of Education
- Developed training module on Cooperative Learning for the Colorado Department of Education

Market Development

- Conducted Needs Assessment of 61 area businesses to ascertain educational and training needs
- Coordinated Workplace Education Conference to promote collaborative training efforts between business and eductional providers
- Developed promotional brochure which highlights services of OAE to business
- Act as liaison to business and educational providers in developing training partnerships

Committees and Organizations Served

- Workplace Program Chairperson, Department of Labor Literacy Conference, 1993
- National Workplace Grant Proposal Committee, CDE Workplace Chairperson, 1993
- 1994 CDE Denver Regional Conference Program Chairperson
- Adult Literacy Commission, Workplace Task Force Support Staff
- CASAS Standardized Test State Trainer

Employment History:

10/93 - Present	**Workplace Education Consultant**	Colorado Department of Education
1/93 - 10/93	**Workplace Education Instructor**	Corporate Learning Concepts, Inc.
5/92 - 10/93	**Area Resource Teacher**	Colorado Department of Education
9/91 - 12/92	**Workplace Ed Instructor**	Arapahoe Community College
11/90- 6/91	**Workplace Spanish Instructor**	Red Rocks Community College
1/91 - 5/91	**Spanish Instructor**	Community College of Denver
8/90 - 1/91	**ESL/ABE Instructor**	Red Rocks Community College
1/90 - 1/91	**Adult Second Language Teacher**	Red Rocks Community College
8/84 - 8/89	**Tour Consultant**	RMA Travel and Tours

Professional Affiliations and Activities

1993 - Present	**Member** Corporate Literacy Network
1992 - Present	**Member of the Board of Directors** **1994 President-Elect** Colorado Association of Continuing Adult Education
1993 - Present	**Chairperson of Awards and Grants** Colorado Association of Continuing Adult Education
1992 - 1994	**Editor, CACAE Newsletter** Colorado Association of Continuing Adult Education
1992 - Present	**Mentor** Metropolitan State College of Denver, Career Services Alumni Career Network

Education and Training:

B.A. Metropolitan State College
Spanish/Communications Major

Center for Bilingual Multi-Cultural Studies - Cuernavaca, Mor. Mexico - 1989
60 Hours Intensive Spanish Instruction

Ft. Collins Travel Trade School - 1983
Travel Procedures and CRT Training

Awards and Honors:

1989-1990	Who's Who Among Students in American Universities and Colleges
1989	Colorado Scholars Scholarship
1989 & 1990	Outstanding Student Achievement - School of Letters, Arts and Sciences
1990	Dr. Jeane D. Fair Award for Modern Languages
1990	Vice President's Honor Roll

Emily Griffith Opportunity School
Workplace Education Program
1993-1994
External Evaluation

July, 1994

Prepared by
Jennifer Burkhart, Workplace Education Consultant

Table of Contents

Executive Summary 2

Project Description
Evaluation Process
Commendations
Recommendations

Introduction 4

Description of Project
Description of Evaluation Process

Administration 7

Comments
Commendations
Recommendations

Instruction 9

Comments
Commendations
Recommendations

Appendices

A Colorado PEER Review Form (revised)
B Teacher Performance Rating
C Observation/Feedback Form

Executive Summary

Project Summary:

The Emily Griffith Opportunity School Workplace Education Program is "intended to broaden the base of involvement and participation in workplace literacy". The instruction focuses on job-specific competencies of the hospitals and manufacturer involved in the partnership. The partners in the project are: Emily Griffith Opportunity School, Provenant Health Partners (Saint Anthony North, Saint Anthony Central, Mercy Medical Center, Saint Elizabeth/The Gardens, and Provenant Senior Life Center); University of Colorado Health Sciences Center (UCHSC); Saint Joseph Hospital; Presbyterian/Saint Luke's Medical Center; Imperial Headwear, Inc.

Evaluation Process:

As stated in the proposed plan of evaluation, the qualitative process will accomplish the following:

- Measure the effectiveness of the program.
- Make decisions about how to improve the delivery.
- Provide accountability to justify effectiveness of reaching program goals.

This qualitative evaluation is focused on the steps described in the project description (1.1). The evaluative instrument utilized in this process was based upon the Colorado PEER Review utilized in Adult Basic Education program evaluation. This document was altered to reflect terminology and components specific to workplace literacy programs.

Commendations:

It should be noted that upon review of the 1992-1993 Workplace Literacy Program External Evaluation, the evaluator recognized that the program staff had gone to great lengths to successfully address the recommendations cited. It is to the credit of the entire workplace education staff that all of the business partners look forward to the next grant cycle to continue providing classes. Commendations in the following pages lie in two areas: 1) Administration and 2) Instruction.

Commendations of the administration of the workplace education program surround the "active partnerships" that have been developed between the education partner and the business partners. This "active partnership" incorporates many key aspects which include: flexibility, delegation of duties, serving the target populations and evaluation of program outcomes. These aspects have been highlighted in the following pages.

Commendations of the instruction provided by the workplace education program also surround the "active partnerships" that have been developed to meet the needs of both the business partners and the employees/students. The success of the program's instruction also revolves around flexibility and the acceptance of duties delegated by the administration. Instructors should also be commended for the attentiveness to the needs of the individual student.

Recommendations:

The majority of recommendations deal with the evaluation of the workplace program. This area was recognized by the administration at Emily Griffith Opportunity School prior to this evaluation; therefore, recommendations that a more formal instrument be utilized in measuring program impact to the workplace is based upon the information reviewed in the spring of 1994.

Recommendations made in both areas (administration and instruction) mainly reflect the lack of formal data collected and the need to provide more data to companies. Specific recommendations are included in the following pages.

1.0 Introduction

1.1 Project Description

As described in the program abstract the Emily Griffith Opportunity School Workplace Education program is "intended to broaden the base of involvement and participation in workplace literacy". The instruction focuses on job-specific competencies of the hospitals and manufacturer involved in the workplace partnership. The partners in the project are: Emily Griffith Opportunity School, Provenant Health Partners (Saint Anthony North, Saint Anthony Central, Mercy Medical Center, Saint Elizabeth/The Gardens, and Provenant Senior Life Center); University of Colorado Health Sciences Center (UCHSC); Saint Joseph Hospital; Presbyterian/Saint Luke's Medical Center; Imperial Headwear, Inc.

The performance and process objectives of this project are:

- 540 of the 720 participants will attain or enhance job-specific literacy skills.
- 360 of the 720 participants will demonstrate a minimum gain of 25 percent in listening, speaking, reasoning, or problem solving.
- 38 of the 50 English as a Second Language participants will demonstrate improved English usage after 100 hours of instruction.
- Qualitative and quantitative assessment and evaluative tools will be developed and implemented.
- Data of participant gains will be collected and submitted.
- Basic skills curricula will be developed, validated, refined, reproduced and disseminated.

The methodology by which the above objectives will be achieved involves the following steps:

Create a planning team
Recruit and select teachers
Provide professional training for teachers
Conduct presentations to supervisory personnel
Prepare public relations materials
Identify critical job tasks
Conduct literacy task analyses
Plan and develop curricula
Implement a needs assessment
Schedule recruitment and instruction
Develop individualized education plans
Deliver instruction
Evaluate outcomes
Disseminate curricula

This project was in operation from June 1, 1993 to November 30, 1994.

1.2 Evaluation Process Description

As stated in the proposed plan of evaluation, the qualitative process evaluation will accomplish the following:

- Measure the effectiveness of the program.
- Make decisions about how to improve the delivery. (What went right? What went wrong?)
- Provide accountability to justify effectiveness of reaching program goals.

This qualitative evaluation is focused on the steps described in the project description (1.1). The evaluative instrument utilized in this process was based upon the Colorado PEER Review utilized in Adult Basic Education program evaluations. This document was altered to reflect terminology and components specific to workplace literacy programs.

The process prescribed by this form separates the review information into the following two sections:

1) Administration (Administration, Planning, Staff Development, Community Involvement and Public Relations, Evaluation, and Student Services)
2) Instruction (Facilities, Instruction, Staff Development, Evaluation, and Student Services).

This evaluative instrument assisted in identifying recommendations for partnerships, program evaluation and improvement, and for curriculum design. These recommendations are addressed under corresponding sections in this narrative.

Recommendations for measuring program impact on the student and workplace is limited due to a lack of formal data. Information on program impact is addressed through the collection of anecdotal information, pre and post skills assessment scores, and portfolio development. Let it be noted that this evaluation was conducted prior to the termination of the grant period and that the recommendation that a more formal instrument be utilized in measuring program impact to the workplace is based upon the information reviewed in the spring of 1994. Furthermore, it is recommended that this company and/or job-performance-specific instrument be in place throughout the workplace program cycle to be utilized effectively.

As noted earlier, the evaluation process was separated into two sections: administration and instruction. Administrators, instructors, students and managers were interviewed and various classes were observed over a one month period. The questions included on the evaluative instrument (appendix A) were divided according to relevance between administrators at Emily Griffith Opportunity School, those at the various businesses and the instructors. The questions asked of both Emily Griffith Opportunity School administration and the administration of the partners are noted with an asterisk before the questions. These scores were averaged to obtain the cumulative score shown to the right of the column.

It was the intent of the evaluator to determine the extent to which the project represented successful practices of workplace education. Interview responses and commentary on observed activities were compared with items from the evaluation document, the literature of workplace education, and the experience of the evaluator to identify areas for commendation and recommendation for examination. Responses did vary between and among partners and between some business partners and the education partner; however, the degree and frequency to which these discrepancies were reported was not great. It was not the intent of the evaluator to determine the accuracy of these responses, only to identify possible differences in perceptions and possible gaps in successful practice, and to consequently recommend these for examination.

2.0 Administration

2.1 Administration, Planning, Staff Development, Community Involvement and Public Relations, Evaluation and Student Services.

Comments:

The information presented in this narrative results from interviews with each business partner and the administrators of EGOS. The individuals interviewed were only those who had been working with the workplace program and thereof had first-hand knowledge. The business partners frequently involved managers and supervisors who had employees in the program. Therefore, the scores recorded on the evaluative instrument (appendix A) are cumulative. The commendations and recommendations that follow include responses to questions from the evaluative instrument as well as anecdotal information collected during these meetings .

Commendations:

When asked about the planning and administration of the workplace education program, all partners responded very positively. Most of the partners referred to the obvious amount of time and energy that was spent by the educational partner in accommodating their needs. The great flexibility and responsiveness of the educational partner was also noted by nearly all of the business partners. It is to the credit of the educational partner that the majority of the components mentioned in the program description (1.1) were addressed in the initial planning of the program as well as throughout the entire program cycle.

Another noteworthy aspect of the planning and administration is the delegation of duties to staff members which in turn enhanced the flexibility to accommodate the business partners' needs. All partners noted excellent communication with the program staff and cited this communication as a contributing factor to the program success.

Established recruitment methods, flexibility in planning, and scheduling guided identification of target populations throughout the program cycle. Usage of company diversity councils, newsletters, table tents in cafeterias and open houses assisted in identifying and recruiting target populations in English as a Second Language and basic skills. These activities also achieved "buy in" from management and supervisors. The instructors and program administrators should be commended in their efforts to reach the target populations.

Acknowledgement must be given to the educational partner for recognizing the need to further address the collection and evaluation of formal data. At the time of this evaluation, pre and post skills assessment scores, attendance hours, and portfolio development was utilized by the instructors.

The educational partner has introduced this topic to the advisory boards to initiate development of formal instruments that would provide cumulative data. To this point most partners expressed satisfaction with the anecdotal information provided; however, the majority of business partners expressed the need for more data.

Finally, the success of a workplace educational partnership greatly relies on the "active partnership" developed between the education partner and the business partner. Each must work together to develop an integrated education program. The evaluator witnessed "active partnerships" in progress at each of the sites. Although the degree to which each partnership had developed varied, it was commendable to witness "buy in" at each site and the demonstration of "active" program participation. Effective communication was cited by many partners as the key to achieving this level of understanding and participation.

Recommendations:

It is recommended that employee/student involvement in the formalized planning be increased to ensure learner-centered programs that provide for the needs of the business partners and employees.

A formalized needs assessment for the professional development of program instructors in recommended. This instrument should include formal measurements which document demonstration of teacher competencies as they are learned, applied and evaluated.

Dissemination of program achievements pertinent to each site and information that involves all of the sites should be improved. Although the business partners expressed satisfaction with anecdotal information, a common concern surrounded the perceived lack of consistent formalized feedback to the partners.

Formalized feedback of learner gains in basic skills and work-related competencies needs to be addressed. This recommendation is based upon the perceptions of the business partners. It should be noted that the bulk of these comments were received from partners who were more removed from the daily operation of the workplace program (e.g. Personnel Directors); however, this does not diminish the importance of these perceptions. Analysis of the type of information and its impact to the partners should take place prior to the formation of these evaluative instruments in order to identify that information which would be most useful and meaningful to the partners.

It is recommended that a common skills assessment (e.g CASAS WLS, BEST Test...) be utilized in conjunction with a worksite-specific assessment in order to allow for comparative information while also collecting and assessing site-specific data.

3.0 Instruction

3.1 Facilities, Instruction, Staff Development, Evaluation and Student Services

Comments:

The information presented in this section is based upon questions presented in the PEER Review form (appendix A), teacher observations (appendices B and C), group interview and material/curricula review.

Commendations:

Once again the majority of the business partners commented on the flexibility of the workplace program staff in accommodating their various and changing needs. This comment reflects the obvious talents of the instructors to not only accommodate these needs in their instruction but also in their flexible scheduling of classes, meetings and recruitment activities. The instructors are very "attentive" to the expressed needs of the business partners.

As noted earlier in section 2.1, the delegation of duties was relevant to the great flexibility in accommodating partners' needs. It is greatly to the credit of the instructors that this delegation was successful. Each staff member accepted and performed these duties with professionalism and competence. The instructors are apparently dedicated to the success of this program and their students' success.

An innovative team teaching process was developed to meet the needs of one partner. The instructors involved in developing these classes utilized each other's resources well.

All instructors continually sought to reach the target populations throughout the program cycle by using recruitment activities mentioned in 2.1.

The majority of the curricula developed integrated basic skills and job-related competencies which allowed for transfer of learning. These skills taught were often illustrated on the job. Partners cited many examples such as the development of an Employee Problem Solving Committee that transferred the skills taught in class to tackling issues and concerns in the workplace.

The teachers frequently included portfolios in their classes to motivate and track students' progress.

The evaluator witnessed an excellent rapport between the instructors and the students. The instructors' practice of adult education theory was the basis of this rapport.

The teacher observation practiced by the program administrator should be continued. It is a valuable form of feedback that enhances professional development measures.

Recommendations:

The utilization of common assessments would allow for the collection of evaluative data "grant-wide". Although customized assessments provide site-specific information to the instructor, it is difficult to ascertain learner gains with different forms of assessment used at each site. It is recommended that instructors use a combination of assessments to increase available data.

A system of monitoring discontinuers and graduates should be developed to increase feedback which in turn may enhance the program. This system may be developed by/with the employer and/or advisory council.

It is recommended that Literacy Task Analyses be conducted throughout the program cycle to ensure transfer of training for all students. More emphasis should be placed on the results of this process and the curricula developed from this process.

There were concerns by some business partners that classes were paced to quickly for some students who in turn dropped. Instructors should ensure that all skill levels are addressed in classes.

Some business partners felt that the impact of some of the communication courses was limited due to the short time frame of the class. One partner said, "More emphasis should be placed on the use of the skills on the job".

Various business partners requested that more information be given to them regarding the content of the classes. Some partners requested that curricula be reviewed with the partners.

APPENDIX A

Emily Griffith Opportunity School
Workplace Education Partnership
Review 1993-1994

ADMINISTRATION

		Need to Improve 1	2	3	Excellent 4	N/A 0/NA	EGOS	Business Partner	TOTAL SCORE
A.	The workplace education program has an established philosophy and goals for guiding program operations.								
A.1	There is a written philosophy based on the workplace education staff's beliefs about adults' right to learn and need to learn.						4		4
* A.2	The conduct of the program is consistent with approved philosophy and goals.						4	3.9	3.
B.	The adult education administrator has a formal organizational structure for conducting the program.								
B.1	The administrator has a formal chart depicting organizational structure and relationships among staff members.						4		4
B.2	Duties and responsibilities of staff members are available for examination as part of available records.						4		4
* B.3	The agency administration is actively involved in the operation of the workplace program.						4	36	3.
* B.4	The workplace program is identified as an integral part of the total local agency endeavor.						4	3.8	3.
* B.5	There are open two-way communication lines between the administration and the workplace education staff.						4	3.6	3.
B.6.	The program administration keeps all staff informed on any matters affecting instruction and staff development.						3.8		3.

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
C.	Administrative support services are commensurate with those required.								
C.1	Clerical support is available for program use.						4		4
C.2	Support staff serves instructional, administrative and student needs.						4		4
C.3	Staff can process routine contacts with minimal assistance.						3		3
D.	Management practices are employed to achieve optimum program results.								
* D.1	The workplace education administrator coordinated major program elements to achieve results.						4	3.2	3.6
D.2	The workplace education administrator delegates specific tasks to appropriate staff.						4		4
D.3	Program administrator follows through on tasks to ensure completion when scheduled.						4		4
D.4	Criteria for employing program personnel are available upon request.						4		4
D.5	Criteria for employing instructional personnel focuses on qualifications, duties and functions which are adult education oriented.						4		4
D.6	Fiscal accountability procedures are in accordance with program operating procedures.						4		4
							51		

	Item	Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
	D.7 Program descriptions are available for providing information to workplace education students.						4		4
*	D.8 The administrator actively promotes the workplace education program in the community.						4	3.4	3.7

Planning

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
A.	The goals and objectives of the workplace education program have been disseminated to staff.								
A.1	Materials have been published and disseminated to staff regarding program goals and objectives.						4		4
A.2	Staff meetings are conducted with staff to provide information and discuss program issues relating to program goals and objectives.						4		4
B.	There is evidence of the program's progress toward achieving their goals and objectives.								
* B.1	Program achievements are disseminated to adult learners, Emily Griffith administration and staff, and business partner.						3	2.8	2.9
* B.2	Review and feedback of program and learner progress with higher level administrator (advisory board, administrator's supervisor) occurs on a periodic basis.						3	2.9	2.95
C.	A long range plan for workplace education in the workplace has been developed.								
* C.1	A partner needs assessment is used to provide a basis for the future growth and direction of the program.						4	3.4	3.7
* C.2	Several long term solutions have been incorporated in to the long range plan.						4	3.4	3.7
* C.3	The plan ensures the target population will be served in the present as well as in future program operations.						3	3.4	3.2

Facilities

			Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
	A.	Instructional facilities readily accessible to adult learners.								
★	A.1	Facilities are located near target population.						4	4	4
★	A.2	Facilities are accessible for handicapped and physically disabled students.						4	4	4
★	A.3	Some of the classroom facilities are accessible by public transportation.						4	4	4
	B.	Facilities are adequate for instructional staff.								
★	B.1	Storage space is available for instructor materials and equipment.						4	4	4
★	B.2	Study space is available for instructor personnel.						4	4	4
★	B.3	Space is available for intake processing and counseling of students.						4	4	4
	C.	Instructional facilities meet safety and health requirements.								
★	C.1	Physical environment is conducive to safety and health.						4	4	4
★	C.2	Classroom furnishings an equipment are conducive to safety and health.						4	4	4
★	C.3	Classroom furnishings are provided with the adult student in mind.						4	4	4
★	C.4	Adequate lighting, ventilation and temperature controls are found in classrooms and buildings.						4	4	4

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
* C.5	Sanitary facilities are clean and available for men and women.						4	4	4
	Instruction								
A.	Intake procedures are in place and are conducted in such a manner as to ensure the adult learner's comfort and ease within the educational environment.								
A.1	A needs assessment/interest inventory is administered to all entering students.						3		3
A.2	A skills assessment is administered in a setting conducive for testing.						3		3
A.3	The program utilized a student enrollment form.						4		4
A.4	The individual instructional plan is established based on the needs assessment, the skills assessment and the adult learner's goals.						3.5		3.5
B.	Instructional materials are provided for usage in enabling students to become functionally literate.								
B.1	Adequate instructional materials are available for each class.						4		4
B.2	A variety of instructional materials and supplies are available for teachers, tutors and students.						4		4
B.3	Instructional materials are up-to-date and appropriate to reading, writing and mathematical levels. Special materials are available for handicapped students when required.						4		4
							59		

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
C.	Audio visuals are utilized to improve instruction.								
C.1	Overhead projectors, films, easels and flip charts, etc., are available for instruction.						4		4
C.2	A variety of visual aids are used when appropriate to the instruction presented.						4		4
D.	Instructional materials are available to meet individual student needs and strengthen instruction.								
D.1	Instructional materials are available to meet individual needs of students.						4		4
D.2	Instructional materials are available to meet the special needs of the low, limited reading adult.						4		4
D.3	Instructional materials are available to meet the needs of the English as a Second Language student.						4		4
D.4	Instructional aids are available to enrich the program of instruction.						4		4
E.	Basic student instruction is provided through a number of educational components.								
E.1	Instruction in pre-literacy skills (i.e speaking, listening, cultural orientation, etc.,) is provided to students in need.						3		3
E.2	Instruction in literacy skills (i.e., reading, writing, computation, problem solving, etc.) is provided.						4		4

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
E.3	Instruction in workplace skills is provided.						4		4
F.	Optional methods of instruction are available for achieving instructional goals and competencies.								
F.1	Technology assisted instruction is provided.					✓			N/A
F.2	Computer managed instruction is available.					✓			N/A
F.3	A variety of adult instructional methods are utilized in the classroom and tutoring settings.						4		4
F.4	Individualized instruction is emphasized and/or utilized.						3		3
F.5	The resources of the State Adult Education Resource Center are utilized.						2		2
F.6	The resources of the Area Resource teacher network are used to improve the instruction offered in the program.						2		3.5
F.7	The resources of the local community are used in the instructional program.						3		3.5
G.	Records are maintained and up-to-date.								
G.1	Students are provided with information about their progress on a regular basis.						3		3
G.2	Records are continually updated and final reports are submitted to the federal office in a timely manner.						3		3

	Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
H. The workplace education staff have initiated methods for tracking adult learner retention.								
H.1 A system for tracking student retention is in place.						3		3
H.2 The program retains what number by number of hours and level of student.						3		3
Staff Development								
A. The staff development component of the workplace education program has clearly identifiable goals and objective for improving instructor competencies.								
A.1 Goals and objective are clearly defined for improving instructional skills.						3		3
A.2 Goals and objectives are stated relating to the improvement of instructor knowledge of program content.						4		4
A.3 Goals and objective are stated relating to the needs of adult learners.						4		4
B. A formal needs assessment is conducted among staff to ascertain their training needs.								
B.1 A formal needs assessment is periodically conducted among staff and volunteers to ascertain training needs and priorities.						3		3
B.2 Program strengths and weaknesses are addressed in developing inservice training sessions.						3		3
B.3 Student recommendations are considered when designing training.						4		4

	Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
C. Staff development activities are planned throughout the year to meet diverse needs of staff (administrators, support staff, teachers and volunteers).								
* C.1 Provisions are made for conducting an orientation and/or preservice training for newly appointed staff.						4	36	3.8
C.2 Trends and developments in workplace education programs are regularly disseminated and discussed with staff.						4		4
C.3 Outside resource personnel are utilized as speakers and trainers on specialized topics.						3		3.5
C.4 Local staff are provided opportunities to share their expertise, research finding, etc., at a variety of meetings and conferences.						3.5		3.5
D. Staff development sessions are evaluated to determine their effectiveness in such areas as: information dissemination, program relevancy quality of presentations								
D.1 An assessment of the overall quality of staff development opportunities is regularly conducted.						4		4
D.2 Participants have the opportunity to rate the quality and appropriateness of staff meetings as they pertain to: information dissemination, meeting identified needs and quality of presentation.						3		3

	Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
D.3 Results of current and previous evaluations are utilized in designing future training program and staff meetings.						3		3
E. Staff development activities have impacted the adult education program through improving teacher effectiveness in instructing adult learners. E.1 Evidence is available to indicated instructors have improved their skills used in teaching program participants.						3		3
E.2 Teachers have demonstrated to students and administrator/s an increased knowledge of program content.						3.5		3.5
E.3 Teachers have demonstrated improved proficiency in acquiring and utilizing program materials.						3.5		3.5
E.4 Teachers who have participated in staff development activities have demonstrated measures to improve program effectiveness, including: reduced discontinuers increased completers obtained more information on students documented progress increased referrals incresed number who continue further education.						2		2
* E.5 Students participating in the adult basic education program have indicated that: the quality of instruction has improved, classes are more relevant, their needs are being addressed more effectively than previously.						NA	3 0	3
						69		

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
E.6	Staff development program accommodates teacher professional growth development.						2		2
	Community Involvement and Public Relations								
A.	Community involvement and public relations are utilized in organizing and implementing the adult education program.								
* A.1	Program information is regularly distributed to the target population with the designated partner.						3	3.2	3.1
* A.2	Coordination of services and activities is evident from student referrals to an from the human relations and personnel offices.						3	3.7	3.35
* A.3	Guest speaking engagements, "Open House" functions and other types of public-centered activities are conducted by program staff and students.						4	3	3.5
B.	The program administrator and/or staff person has conducted a community-wide demographic analysis which is utilized in program planning.								
B.1	Information is available pertaining to the potential number of students, age groupings, sex and ethnicity.						N/A		N/A
B.2	Information is computed and made available concerning other adult education programs in the community.						N/A		N/A

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
B.3	Information relating to school discontinuers and discontinuers of the workplace education program, itself, is utilized in planning and/or coordinating program sessions and activities.						4		4
B.4	Information relating to occupational knowledge and job training programs within the geographical area of the program, as well as the state, is disseminated to adult learners and staff.						4		4
C.	A community-wide recruitment program is set up to provide for program expansion and greater program access.								
* C.1	Program staff ascertain from student feedback data which recruitment methods have proven most successful among groups of participants.						4	2.7	3.35
* C.2	Program information is made available to community based organizations and service providers for subsequent distribution to prospective students.						3	2.7	2.85
* C.3	Classes are co-sponsored with various organizations to facilitate recruitment of target population.						4	3.6	3.8
* C.4	An analysis of student participation data is conducted to ascertain whether or not the target population is being recruited as projected.						4	3.25	3.6
* C.5	Recruitment activities are conducted to at least maintain or to increase current levels of enrollment.						4	3.7	3.85

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
D.	The workplace education program initiates activities to increase coordination among agencies and organizations serving the adult population.								
D.1	The workplace education program actively participates in cooperative planning meetings and discussions.						4		4
* D.2	The program is coordinating activities with other agencies to improve services, such as: day care (partner) facility utilization guidance and counseling job promotion or enhancement						4	3.4	3.7
D.3	Linkages with business and industry are in place.						4		4
* D.4	Cooperative linkages exist with other agencies operating under State and Federal awards and guidelines who provide employment services, job development or vocational training.						4	2.4	3.2

Evaluation

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
A.	The program provides for an evaluation component consisting of feedback from students regarding their perception of program effectiveness.								
A.1	Students have regular opportunities to provide feedback to teachers and administrators reflecting their perceptions of how effective the program has been for them.						4		4
A.2	Information is collected from graduates and program discontinuers relating to the adequacy of instruction and their ability to pursue further education and training.						3		3
B.	Feedback is obtained from groups, organizations and relating programs have an interest in the continuation of the program.								
B.1	Information is obtained from an advisory committee/participatory planning committee is obtained and utilized.						4		4
C.	Impact information is regularly obtained from student completers and discontinuers describing the results of the program.								
*C.1	Information pertaining to work-related outcomes is collected.						3	3.0	3
*C.2	Information concerning students entering training programs such as vocational education.						3	3.1	3.05
*C.3	Information describing increased confidence levels of students dealing with personal and family/life coping situations.						4	3.1	3.6
*C.4	Information describing the extent to which student objectives are met is available.						3	2.9	2.95

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
*C.5	Information is available to describe increased student proficiency in reading, writing, speaking, listening, computation and problem solving.						4	2.4	3.2
D.	Instructors are involved in measuring program implementation.								
D.1	Instructors make regular assessments of student's progress.						3		3
D.2	Instructors view assessment of student progress as an integral part of the instructional/learning application and as necessary to both student and curriculum/instruction improvement.						4		4
	Student Services								
A.	A system of awarding educational credit/recognition is established and maintained by the agency.								
A.1	Student records consisting of test scores, progress reports, writing samples and other essential information are maintained by the agency.						3		3
*A.2	Periodic awards/recognition/certificates are given to the student, individually and/or before a group.						4	3.1	3.6
B.	Provisions for diagnostic and achievement testing are available for students.								
B.1	Placement assessment is conducted at the time of initial student enrollment into the program.						4		4

		Need to Improve			Excellent	N/A	EGOS	Business Partner	TOTAL SCORE
B.2	Diagnostic and achievement testing, including the GED test, is available or can be reasonably scheduled to accommodate the program participants.						4		4
B.3	Students have the opportunity to demonstrate subject matter/life skills proficiency through competency testing, developing a portfolio and writing samples.						4		4
B.4	Diagnostic and assessment testing is available for students with limited English and non-English speaking skills.						4		4
B.5	Provisions for assessing and recording progress in completing student goals and objectives are established.						3		3
C.	Guidance an counseling services are available to facilitate student growth, direction setting, accessing information and decision making.								
*C.1	Guidance and counseling services are available to program participants.						4	3.6	3.8
*C.2	Agency referrals are made to provide for counseling and guidance services when not available in the program.						4	3.6	3.8
*C.3	Agency referrals are made to address needs such as: emergency food, shelter , shelter for abused women and children, legal services...)						4	3.4	3.7
D.	Supportive service are available for program participants.								
D.1	The program offers immediate family members of participant the opportunity to attend classes.						4		4

APPENDIX B

Teacher Performance Rating

1. Extent to which teacher plans learning activities in advance.

   No Planning 1 2 3 4 5 6 7 Well Planned

2. Rate learning atmosphere from controlled and regulated (student participates only when clearly expected or required) to open and free (student talks spontaneously to teacher.

   Controlled 1 2 3 4 5 6 7 Open

3. Amount of teacher attentiveness to the needs of the student for help in their learning activities.

   Indifferent 1 2 3 4 5 6 7 Very Attentive

4. Effort that teacher makes to accommodate the interest and feelings of the student.

   No Effort 1 2 3 4 5 6 7 Continual Effort

5. Extent to which teacher evokes participation in learning activities.

   Unable To Get Participation 1 2 3 4 5 6 7 Evokes Interested Participation

6. Extent to which student remains attentive to activities and works steadily.

   Inattentive 1 2 3 4 5 6 7 Attentive

7. Extent to which teacher treats student as an adult rather than as a child or an adolescent.

   As Youth 1 2 3 4 5 6 7 As Adult

8. How formally or informally the teacher conducts the session.

   Very Formally 1 2 3 4 5 6 7 Quite Informally

9. How frequently teacher makes encouraging remarks to the student or acts in some other positively reinforcing way.

   Never Reinforces 1 2 3 4 5 6 7 Optimally Reinforces

Observation/Feedback Form Observer ______________________

Program Location ______________________ Date _____ Class ______________________

Number of Students ___________ Teacher Name ______________________

Activity/Technique	Student Reaction	Conclusions/Strategies/Recommendations

APPENDIX D

Sample of Assessments, Pre- & Post-Tests, & Class Evaluations

Sewing Ticket Assessment Name ________________

Using a Sewing Ticket, find the information to answer these questions:

1. What's the Ship Date? ________________

2. What's the Style # (Style number)?

____

3. How many Cap colors?

4. What's the Floor Quantity for each Cap color?

____

____

____

____

5. How many Bill colors?

6. Are there Special instructions? ________
What are the Special instructions on your Sewing Ticket?

____

____

Work Order Assessment Name ______________

Using a DE Work Order, find the informat
to answer these questions:

1. What's the Ship Date? ______________

2. What's the Disk # (Disk number)?

____

3. How many steps in the sewing order?

____

4. How many thread colors? ______________

5. What's the Logo? Please write the name

____

1. Circle the correct color.
2. Write the abbreviation for the correct word.

Name ____________________

	Imperial Color	Abb.		Imperial Color	Abb.
1.	Green Grey		13.	Heather Blue Royal	
	Light Blue Navy		14.	Red Purple	
3.	Red Purple		15.	Charcoal/Blue Blue/Sand	
	Khaki Heather Green		16.	Black Charcoal	
5.	Purple Burgundy		17.	Heather Navy Royal	
	White Black		18.	Olive Heather Green	
7.	Royal Light Blue		19.	Dark Green Teal	
8.	Off White Olive / Sand		20.	Charcoal/Blue Sand/Charcoal	
9.	Heather Charcoal Navy		21.	Dark Green Heather Green	
10.	Off White Dark Green		22.	Black Heather Navy	
11.	Burgundy Raspberry		23.	Off White Sand/Charcoal	
12.	Heather Blue Grey		24.	Tan Sand	

Name ____________________

Imperial Color	Abb.	Imperial Color	Abb.
1.		13.	
[illegible]		14.	
3.		15.	
[illegible]		16.	
5.		17.	
6.		18.	
7.		19.	
8.		20.	
9.		21.	
10.		22.	
11.		23.	
12.	89	24. 48	

INTERACTIVE BUSINESS WRITING
WRITING SAMPLE (PRETEST)

1. **Today you found out that you have a new boss! Not only do you have a newboss, but your new boss wants a written account of your job responsibilities. On another sheet of paper, write a letter of introduction to your new boss and provide the information she has requested.**

2. **Edit the following paragraphs. Look for errors in capitalization, spelling, and grammar.**

This report focuses on the prparation of resumes and what personnal mangers would like to be included in them. much r esearchwas done and serveral wources was used to find out what personnel administraters look forin a resume. Information was obtained frmo questionaires, interviews, and secondary sources. such as books and periodicls. This report will not discuss what is presently being taught in class rooms or placement office's about the preparation of resumes.

In the past students in colleges and university's have been taught several different ways to prepare a resume, however, they are still unsure as to weather to include certain items on there resume because they don't knowif the perspective employer "likes it that way".

BASIC SKILLS TASK AUDIT

JOB AREA: ____________________

SUPERVISOR/MANAGER INTERVIEWED: ____________________

1. Please describe the workplace use of reading, writing, communications (including speaking and listening), and math in your job area.

2. Please give examples of jobs in your area that relate to the basic skills listed in question #1 above.

3. What percentage of the employees use math, reading, writing, and communications in your job area?

Math____________Reading____________Writing____________

Communications____________

4. What employee basic skills need upgrading in this job area?

   1.

   2.

   3.

   4.

5. In the future, what basic skills will be needed for job mobility? For keeping a job? For present, or future, policy or procedure changes?

6. How do you see the Workplace Education classes fitting into your company's long-term education/training program?

7. What factors are used to measure company productivity especially as related to your job area?

8. How will the Workplace Education classes support productivity goals?

9. What are the most frequent mistakes in your job area? Please give examples.

1.

2.

3.

10. How do you see Company needs related to employees needs? What are the similarities and differences?

11. How will the English as a Second Language (ESL) class support employee needs?

HealthOne System Management
Communications Training Questionnaire

We are asking you to fill out this survey because your beliefs about and support of communication training will greatly impact the outcome of the course. Answering the questions will also allow you to examine your personal attitudes towards training, and reflect on techniques proven to make training more effective. This questionnaire is anonymous unless you choose to sign it and want a response from us.

On a scale of 1 - 5 (1 - not at all, 2 - once in a great while, 3 - some of the time, 4 - most of the time, 5 - all of the time), circle the appropriate number about your management style regarding training.

1. I share accountability for successful application of training with my employees. 1 2 3 4 5

2. I participate in orientation sessions regarding training programs targeted at my employees. 1 2 3 4 5

3. I understand that using new skills in the workplace is much easier when supervisors/managers actively support these skills. (If I am not comfortable being a "coach" myself, I will identify someone who is.) 1 2 3 4 5

4. I arrange for co-workers to attend training together. 1 2 3 4 5

5. I support the training being designed with a peer coaching component so that participants have a system of support for implementing new behavior. 1 2 3 4 5

6. I demonstrate support for the learned skills by participating in some of the training sessions, and using the skills being taught in training myself. 1 2 3 4 5

7. I support training which simulates the work setting. Trainees use actual materials from the job and practice application in contexts that mimic real work situations. 1 2 3 4 5

Pre-Assessment

Answer the following communication questions. Some vocabulary may be unfamiliar. If you're unsure of an answer, skip it or put a ? in the answer space.

1. Give 2 examples that demonstrate you are listening "actively".

2. When you're speaking with someone, how does paraphrasing make your conversation more successful?

3. Which of the following statements do you think is more effective? (Circle the letter) Explain why.

   A. "You can't do it that way."

   B. "Can we think of a better way to do this?"

4. Describe a "win-win" situation.

5. Circle the letter of the statement you think would work best if you've decided to confront someone about a problem. Explain why.

   A. "I think we have a problem here."

   B. "I'm having trouble reading your writing on this order."

   C. "These things aren't done right."

Emily Griffith Opportunity School
Work Place Education Program

Communications Needs Assessment
Imperial Headwear

The communications class is scheduled to begin Wednesday, September 29, 1993 and continue each Wednesday and Friday from 7-9 A.M. thru October 22, 1993.

At this point, we anticipate the class will include the following:

* Practice to reinforce listening skills

* Restating to make sure you and the customer understand what is to be done (expectations/outcomes)

*Dealing with difficult customers/situations - conflict resolution

List other communication situations you would like to work on in class.

Please write a description of a communication situation with a customer or co-worker that frustrated you. (Don't mention names) We may use it as an example to demonstrate how you can apply the communication skills you will learn in class.

Thank you,
Karen Fletcher, Instructor

Please return to Sue Ekrut by Monday, September 20.

I NEED TO LEARN. . .

NAME________________________________ DATE__________________

For each number write a ✓ for your answer:

	I understand how to:	I need to learn:	Not important for me:
1. Count and add.			
2. Write my name and the date.			
3. Understand when my supervisor talks to me.			
4. Read logo on caps.			
5. Write ABCs.			
6. Read numbers.			
7. Understand abbreviations (WH, BK, FRNT)			
8. Talk to my supervisor about a problem.			
9. Read logo on work order or ticket.			
10. Talk to other workers in English.			
11. Understand different colors of fabric.			
12. Tell my supervisor where an order is.			
13. Read important information on work order.			
14. Explain work order in my native language.			
15. Understand thread colors.			
16. Safety at work.			
17. Absent/Late days (Attendance Bank).			
18. Stretching exercise.			
19. Paycheck.			
20. Doctor/Dentist appointment.			
21. Other:______________________________ ______________________________		55	

I NEED TO LEARN. . .

NAME______________________________ DATE__________________

For each number write a ✓ for your answer:

	I understand how to:	I need to learn:	Not important for me:
1. Read sewing information on walls.			
2. Ask my supervisor questions when I don't understand.			
3. Read important information on work ticket.			
4. Talk to other workers.			
5. Read SPECIAL instructions on ticket.			
6. Understand when my supervisor talks to me.			
7. Read pictures (specifications) of caps.			
8. Talk to my supervisor about a problem.			
9. Understand new fabrics, colors, and styles.			
10. Read numbers (telephone, street, employee number, counting).			
11. Read job operation on ticket.			
12. Write employee number.			
13. Repair sewing mistakes.			
14. Explain work ticket in my native language.			
15. Understand thread colors on logos.			
16. Understand abbreviations (BM, Bt).			
17. Absent/Late days (Attendance Bank).			
18. Stretching exercise.			
19. Paycheck.			
20. Doctor/Dentist appointment.			
21. Safety at work.			
22. Other: ______________________________ ______________________________			

BROCHURE INSERT/Imperial Headwear, Inc.
Subjects identified from Task Analysis Summaries/Suggested classes

Some of the subjects we'll study in English class:

SEWING floor employees-

- Reading information on work tickets.
- Reading specifications (pictures of caps on the walls).
- Talking with co-workers and supervisors.
- Learning new colors, new fabrics, new styles, and thread colors.
- Writing names and numbers on work tickets.
- Piece rate.
- Mathematics to count caps.
- Talking about problems and needs at work.
- And more!

DE employees-

- Reading information on work orders.
- Reading logos.
- Writing logos, name, and date on forms.
- Learning colors, fabrics, and thread colors.
- Talking with co-workers, Checkers, Helpers, Operators, and Supervisors.
- Understanding instructions.
- Mathematics to count, add, and multiply number of caps.
- Talking about problems and needs at work.
- And more!

For the brochure, became...

- Reading about work.
- Beginning mathematics.
- Beginning writing.
- Talking with co-workers and supervisors.
- Learning new colors, new fabrics, new styles, and thread colors.
- Piece rate.

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SUGGESTED CLASSES	ACTIVITIES/MATERIAL	OBJECTIVES
1. Reading work orders. 2. Communicating/ problem solving. 3. Basic writing. 4. Basic math with emphasis on adding, subtracting, multiplication, and fractions of 12.	1. Use samples of work orders to identify and discuss important info. 2. Stories, dialogs, realia, and pictures to practice communication; mini-conversations. 3. Practice writing letters of the alphabet using letter forms; copying student initiated stories, correcting written errors; writing "My Story" activities. 4. Using job-specific tools and products, practice basic math skills; story problems.	1. To learn job-specific or technical language for enhancing work skills. 2. To strengthen reading skills for greater accuracy of understanding job tasks. 3. To reinforce and strengthen basic writing skills for work and everyday use. 4. To give confidence and strengthen oral communication skills. 5. To reinforce basic math skills and provide procedure and language for math as it is primarily used at the workplace.

TASK ANALYSIS SUMMARY

Date: 09/22/94

Job Area: DE

Specific Job: Trimmer

Location: IIII

Employee Interviewed: ____________

TASKS	BASIC SKILLS USED	FREQUENCY/NEED
Trim each logo picture and words w/ nippers. Cut "paper" from inside cap (reinforces logo) w/ scissors. Count finished pieces. Copy logo from cap or work order. Write # dozen and fraction of 12 on log. Put finished pieces in box: move box to Checker's area. Understand and follow oral instructions.	1. Recognize letter forms to trim letters accurately. 2. Read Ship Date on Work Order. 3. Read and write logos legibly on log. 3. Write name. dates. and numbers legibly on log. 4. Addition or multiplication units of 12 and fractions of 12. 5. Oral communication with Checker or Supervisor.	1. Reading 2. Communication 3. Writing 4. Counting and adding/ multiplication dozens. and fractions of 12

TASK ANALYSIS SUMMARY

Date: 10/05/94

Job Area: Sewing

Specific Job: Closing

Location: IHI

Employee Interviewed:

TASKS	BASIC SKILLS USED	FREQUENCY/NEED
1. Sew front pieces to back pieces to form crown. 2. Trim crown threads with nippers. 3. Inspect each cap for quality sewing (not skipping). 4. Write employee number on ticket in appropriate space.	1. Read work ticket for important info and changes in instructions (SPECIAL). 2. Reading info in sequence, rows and columns. 3. Communication with Super. 4. Write to record info on ticket.	1. Reading. 2. Communication. 3. Writing.

SUGGESTED CLASSES	ACTIVITIES/MATERIAL	OBJECTIVES
1. Basic reading with emphasis on work tickets. 2. Identification of fabrics, colors, styles, and threads. 3. Basic writing. 4.Communication/problem solving.	1. Students put together sample parts to make caps or posters. 2. Students highlight own specific info needed on cap specs. 3. Using drawings or photos to discuss problems and language needs. 4. Writing numbers and using math in everyday situations.	1. To reinforce students' job skills through literacy skills. 2. To support and expand students' knowledge of job specific info. 3. To give students opportunity to communicate problems and needs.

SUGGESTED CLASSES	ACTIVITIES/MATERIAL	OBJECTIVES
1. Reading for information on work tickets. 2. Reading specs for identifying styles. 3. Oral communication to talk with Super about ticket. 4. Basic math to compute # in order and piece rate.	1.Student/employees use actual work tickets to identify info. 2. Using detail info on specs. Students put together parts of caps. 3. Ask employees what kinds of problems they need to talk about with Super. Practice dialog using job-specific problems. 4. Math to add and multiply orders of caps. 5. Math to apply piece rate formula to operation.	1. To reinforce understand of work ticket. 2. To apply knowledge gained in the ESL class to workplace. 3. To assist students to communicate with other employees and boss. 4. To provide students with math skills for job tasks.

TASK ANALYSIS SUMMARY

Date: 09/28/94

Job Area: Sewing floor/straps

Specific Job: Trimmer

Location: IIII

Employee Interviewed:

TASKS	BASIC SKILLS USED	FREQUENCY/NEED
Trim threads w/nippers. Pull threads with fingers. Airhose finished caps. Inspect stack for remaining threads. Caps w/defects go in separate box. Move box to blocking area.	1. Read work ticket (including "Guarantee G" meaning Rush at top). Read and identify styles. by number. on ticket. Count. by adding or multiplying. caps in an order according to (gum sheet) ticket. Compute piece rate. (Piece rate different for each style.) Communicate to Super about missing caps in an order.	1. Reading. 2. Basic math. 3. Communication.

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SUGGESTED CLASSES	ACTIVITIES/MATERIAL	OBJECTIVES
1.Communication/problem solving. 2. Basic reading. 3. Basic writing with an emphasis on numbers and job-specific info.	1. Job-specific and task performance -type activities that emphasize clarifying. verifying. following instructions. asking questions. expressing needs. 2. Identifying job-specific products and info and applying this information in work area. 3. Writing numbers in everyday situations. including workplace and job-specific.	1. To support and reinforce students' need to communicate orally with Super and written with co-worker. 2. To reinforce students' need for minimal reading skills and to give opportunity to expand skills. 3. To reinforce and expand language of students' job skills.

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TASK ANALYSIS SUMMARY

Date: 09/22/94

Job Area: Baseball prep

Specific Job: Tape seam/ cut apart

Location: IHI

Employee Interviewed:

TASKS	BASIC SKILLS USED	FREQUENCY/NEED
Tape seam - sew tape on inside seam of cap fronts. Cut apart cap fronts - cap fronts come to cutting machine on continuous tape. Repair tape - cut off tape. remove thread. trim. sew again. Write employee # and abbreviation of operation on small ticket. Or. Write employee # on sewing ticket (right-hand corner).	1. Communication with Super. 2. Read job operation on ticket. 3. Write to record employee info on ticket.	1. Communication. 2. Writing. 3. Reading.

TASK ANALYSIS

Date: ____________________

Job Area: ____________________

Employee Interviewed: ____________________

JOB AREA	SPECIFIC JOB	TASKS OF THE JOB

BASIC SKILLS USED	FREQUENCY	SAMPLE ACTIVITY

IMPERIAL HEADWEAR and EMILY GRIFFITH OPPORTUNITY SCHOOL

RESULTS OF BASIC SKILLS
TASK AUDIT

DE: Math (Counting. Addition)
Reading (Operators. Helpers. Checkers: strong reading skills for technical information. vocabulary. abbreviations. numbers. sequence on WOs or other forms. Trimmers: read logo and ship date on WO)
Writing (Forming letters. Copying logo, Signing name and date on forms)
Communications (Understanding and following instructions: Communicating info accurately to Checker. Super. or co-worker: Locating order on the floor by logo)

SEWING FLOOR:
Math (SAM formula for individual piece rate)
Reading (New product information and specs. Changes/special instructions on ticket: Locating. retrieving. and understanding info on ticket and on walls of work area)
Writing (N/A)
Communications (Listening. Asking questions. Clarifying, Verifying. Understanding instructions. questions, and product info. Communicating problems and needs)
Problem Solving (Understanding QC and need to repair incorrect work)

HAT LINE/BASEBALL LINE:
Math (N/A)
Reading (Technical info to read ticket and specs)
Writing (N/A)
Communications (Understanding instructions and info about product. Transfer and apply knowledge from ESL class to sewing operation and workplace)

GOLF LINE:
Math (for productivity and piece rate)
Reading (on ticket: Locating special instructions/changes. Understanding info about product parts. Following instructions for sewing)
Writing (Simple sentence structure and basic descriptive writing for accident report. Signing name and date)
Communications (Speaking. Listening. Communicating to Super about incorrect work)

INTERACTIVE BUSINESS WRITING
MIDTERM WRITING ASSIGNMENT

Select one of the following topics for your midterm assignment. When you submit your final draft, be sure to attach all the stages of your writing, i.e. prewriting notes and first draft.

---

1. Describe in narrative form a procedure you routinely perform in your job. Provide sufficient detail so another employee could perform the procedure from your instructions.

2. Write a letter of proposal to management, describing a new approach(s) to an agency dilemma. Be sure to describe the problem and how your proposal would address those concerns.

3. After a year of thoroughly researching your idea for a new business, you are ready to apply for a loan. Write a letter to the Small Business Association (SBA), asking for an initial loan of $____________ to start your business.

HANDOUT 1:2

LETTER WRITING EXERCISE

Write a business letter to Lt. Fred Smith of the Denver Police Department, 1331 Cherokee Street, Denver, CO 80201. This letter should thank him for sending two of his men to your police department to conduct a workshop called "Reducing Stress and Managing Time." The members of the class responded positively to the officers' presentation, and your letter should indicate this.

Use the correct form for a business letter, and do your best writing. Make sure that you correct any errors before turning in your paper.

REPORT WRITING EXERCISE

The piece of writing that follows will give you information about a crime that supposedly occurred. Use this information to write a report that could be used in court. Do your best report writing, making sure that you correct any errors and improve any awkward sentences. Also organize the material better than it is presented in the original.

This exercise will give me a chance to see where you are as a writer and will help me make plans for those areas that we need to cover in class.

Date of the Crime: March 16, 1994

Victim of the Crime: Joe M. Smith

Officer who investigated the Crime: (your name)

HANDOUT 1:2, p. 2

Victim Smith related that a man walked over to him while he was standing beside his car at approximately 11:15 P. M. Smith said he had parked in a space on the south side of 9th avenue near its intersection with Broadway and that he was using his key to open the door of his car. Smith said that before he could turn around the man put a gun in his back and asked for his wallet. Smith said he gave the man the wallet and when the man opened it and found only two dollars in cash he threw it in the shrubbery next to the building. I went over to the shrubbery and found the wallet lying open on the ground with a driver's license and some papers lying beside it as if they had fallen out. Smith said after the man threw the wallet he pushed him against the car and told him to open the door. Then Smith said the man shoved him aside and he fell on the pavement and landed on his arm. I noticed Smith's shirt sleeve near the elbow was torn and that it had some blood and dirt near the tear. Then Smith said the man opened the glove compartment and pulled everything out. I noticed two tapes, a Buick car manual, a map, and several papers lying on the seat and in the floor of the car. I observed a muddy footprint on the floor of the car on the driver's side. Smith said that after the man pulled everything out of the glove compartment, he got out of the car, slammed the door, and ran in the direction of Broadway. Smith described the man as six foot five, 250 pounds, with dark brown hair, wearing a red baseball cap, a dark brown leather aviator jacket, and blue jeans. I asked if the man took anything and Smith said only a black umbrella and a Willie Nelson tape. Smith said that all of the stuff in the wallet was still there.

Communication Workshop
Mercy Medical Center, Physical Medicine
Assessment

Name ____________________

1. In a conversation, what can you do or say to show the other person you're listening "actively"?
   Name 2.

2. Change the following statement to "I" language.
   "You spend too much time talking on the phone."

3. Imagine that the following criticism was directed at you. Write a non-defensive response.
   "You always ignore me when I have a question."

4. If you choose to confront another person, what strategies would be most helpful to you?

Communication Workshop
Mercy Medical Center, Physical Medicine
Evaluation

		Vague			Clear
1.	Were the goals of this workshop clear?	1	2	3	4
		Very Little			Very Much
2.	How helpful were the activities in meeting these goals?	1	2	3	4
		Not Helpful			Very Helpful
3.	Were the handouts and charts helpful?	1	2	3	4
		Poorly Paced			Well Paced
4.	Was the workshop well-paced?	1	2	3	4
		Little			Fully
5.	Are you prepared to practice the strategies?	1	2	3	4

6. What I found most useful was

7. What I found least useful was

8. About the presenters -

How were they helpful?

What could they have done differently?

INTERACTIVE BUSINESS WRITING
FINAL PROJECT

RATIONALE

The final project for "Interactive to Business Writing" is writing a resume for your partner.

Resume writing incorporates the major topics that have been introduced, discussed, and practiced in this course. These topics include

- Identifying and defining purpose and audience.
- Mastering the steps in the writing process, i.e. planning, drafting, and revising.
- Applying principles of organization and formatting to produce and enhance business writing.
- Learning to effectively use the active voice, direct language, and positive phrasing.
- Working collaboratively to benefit from the knowledge, skills, and perspectives of other employees.

Things to Consider When Talking to Your Partner:

1. Does your partner state his/her accomplishments (and results) using positive, active language?

2. After reviewing and discussing your partner's work experience and goals, education, and special skills, determine the appropriate resume format, i.e. chronological, functional, or combined.

3. Remember a resume is an advertisement of your partner's accomplishments and skills. Think of any other information you may need from your partner (special skills, professional affiliations, relevant community projects).

Name ______________________________ Dept. ________

Post-Assessment

STRAIGHT TALK

St. Anthony Central - Admissions and Medical Records

In the space below, describe a communication situation that has frustrated you, and explain how the conversation would have been more successful (and less frustrating) using the strategies from this workshop.

Name ______________________________ Dept. __________

Pre-Assessment

STRAIGHT TALK

St. Anthony Central - Admissions and Medical Records

In the space below, describe a communication situation that has recently frustrated you. It could be a conversation with a client, a co-worker or a supervisor. Don't mention names. Write what each of you said (to the best of your recollection), then explain why the situation was frustrating for you.

"STRAIGHT TALK" WORKSHOP
St. Anthony Central

Evaluation

1. How have your communication skills improved?

2. How has your communication become more difficult?

3. Has the course focused on new ideas or things you already knew about?

    a. What I found most useful was ______________________________
    ____
    ____

    b. What I found least useful was ______________________________
    ____
    ____

4. About the presenters -
    a. How were they helpful? ______________________________
    ____
    ____

    b. What could they have done differently? ____________________
    ____
    ____

Name ______________________________

"STRAIGHT TALK" WORKSHOP

St. Anthony Central - Nutrition Services

Assessment

1. Name 2 ways you can show another person that you're listening "actively".

2. Which of the following statements do you think is more effective? (Circle the letter) Explain why?

   A. "That's not the right way to do this."

   B. "Let's think of a different way to do this."

   Why?

3. What does "win-win" solution mean?

4. Is your attitude important when you confront someone? Why or why not?

Post-Assessment

1. What are two differences between listening and "active" listening?

2. Write a paraphrasing statement you might use to let another person know you have understood what he/she said.

3. Rephrase the following into an "I" statement. "You're not listening."

4. Name a behavior that can prevent a "win-win solution.

5. In a confrontation, why is the statement, "I'm not sure this order is written correctly" better than, "You aren't doing things right."

Focus on Communication
Provenant Senior Life Center
Workshop Evaluation

	Vague			Clear
1. Were the goals of this workshop clear?	1	2	3	4
	Very Little			Very Much
2. How helpful were the activities in meeting these goals?	1	2	3	4
	Not Helpful			Very Helpful
3. Were the handouts and charts helpful?	1	2	3	4
	Poorly Paced			Well Paced
4. Was the workshop well-paced?	1	2	3	4
	Little			Fully
5. Are you prepared to practice the strategies?	1	2	3	4

6. What I found most useful was

7. What I found least useful was

8. About the presenters -

    How were they helpful?

    What could they have done differently?

Focus on Communication
Provenant Senior Life Center
Self-Assessment

Name ____________________

1. In a conversation, what can you do or say to show the other person you're listening "actively"? Name 2.

2. Change the following statement to "I" language.
"You spend too much time talking on the phone."

3. Imagine that the following criticism was directed at you. Write a non-defensive response.
"You always ignore me when I have a question?"

4. You're a nurse and you've just come out of a patient's room. A doctor in the hall yells at you, "I can't believe you don't have Mr. Morgan's vital signs yet! I expect them by 2 o'clock." Several co-workers are also in the hall and witness the tirade. How would you successfully confront the doctor about this issue?

"STRAIGHT TALK" WORKSHOP
St. Anthony Central
Nutrition Services

Evaluation

	Not Very Useful			Very Useful
1. Was the subject matter and how it was presented, useful to you?	1	2	3	4
2. Were the charts helpful and handouts useful?	1	2	3	4
	Very Little			Very Much
3. Have your communications skills improved by using the strategies from "Straight Talk"?	1	2	3	4

4. Has this workshop focused on new ideas or things you already knew about?

5. About the presenters -

   How were they helpful?

   What could they have done differently?

TELEPHONE AND INTERPERSONAL COMMUNICATIONS

Evaluation

	To No Extent				To a Great Extent
Did the workshop meet your goals?	1	2	3	4	5
Was the material presented in a clear, understandable manner?	1	2	3	4	5
Was the subject matter useful to you?	1	2	3	4	5
Was there a logical flow of subjects and exercises?	1	2	3	4	5
Did the workshop allow for an appropriate amount of interaction between participants?	1	2	3	4	5
Will the information from this workshop help you communicate more effectively?	1	2	3	4	5
Was the pacing of discussions and exercises appropriate to maintain the energy level of the group?	1	2	3	4	5
Did the facilitator have a positive effect on the outcome of the workshop?	1	2	3	4	5

Comments:

APPENDIX E

Program Evaluation Forms

PART I

WEP EVALUATION DATE: AUG 1994 SITE: ______________________________

The Workplace Education Project (WEP) was initiated at this site in ______________________. Please respond in regard to your employees or co-workers who have participated in this program since that time.

	No Change	A Little Improvement	Moderate Change	Strong Improvement	Exceeds Expectations
1. Has there been less absenteeism?	1	2	3	4	5
2. Have there been fewer work-related accidents which you could attribute to improved reading or communication skills.	1	2	3	4	5
3. Do these employees appear to work more safely in general?	1	2	3	4	5
4. Has there been less product or materials waste?	1	2	3	4	5
5. Have you seen more efficient use of time by employees while at work?	1	2	3	4	5
6. Have you experienced fewer discipline problems with these employees?	1	2	3	4	5

	No Change	A Little Improvement	Moderate Change	Strong Improvement	Exceeds Expectations
7. Have these employees initiated more suggestions for work-related changes or improvements?	1	2	3	4	5
8. Do these employees/co-workers seem more cooperative in general?	1	2	3	4	5
9. Do they seem more committed to company and department goals?	1	2	3	4	5
10. Do employees seem to have improved their overall communication skills with					
a. co-workers?	1	2	3	4	5
b. supervisors?	1	2	3	4	5
c. other staff or administration personnel?	1	2	3	4	5
11. Do these employees/co-workers attempt to solve more problems at work independently?	1	2	3	4	5
12. Do they appear to be more self-responsible?	1	2	3	4	5
13. Do they attempt to solve more work-related problems in teams?	1	2	3	4	5
14. Do they appear to work more comfortably in teams?	1	2	3	4	5

	No Change	A Little Improvement	Moderate Change	Strong Improvement	Exceeds Expectations
15. Do you see an increase in general self-esteem among employees since their participation in the program?	1	2	3	4	5
16. Did employees' performance appraisals improve, in your estimation, because of skills gained through program instruction?	1	2	3	4	5
17. Do you feel that employee participants' promotion opportunities have increased as a result of skills gained through program instruction?	1	2	3	4	5
18. Did changes occur in employees' job titles or responsibilities as a result of skills gained through program instruction? Describe briefly: ____________________ ________________________________ ________________________________ ________________________________ ________________________________ ________________________________	1	2	3	4	5
19. Did any employees receive promotions which were due in whole or part to skills gained through program instruction?	1	2	3	4	5

PART II

As determined by the education advisory committee and its contacts at this site, and given current knowledge . . .

1. Do you feel that there were enough instructors available to assist participants in achieving their identified learning goals?

2. Do you feel that there were sufficient materials available to carry out these goals? (books, handouts, videos, etc.)

3. Do you feel that the classroom environments were sufficiently comfortable, and were conducive to learning?

4. Do you think learners had sufficient time in classes to achieve these goals?

5. Do you feel that the learning processes and methods used to teach subject matter were sufficient to help learners accomplish their identified goals?

6. Do you think the program participants were involved in determining their learning goals?

7. Do you feel that they understood and were invested in reaching these goals?

8. Do your employees/co-workers express interest in attending more classes through this program?

9. Do you have any suggestions or comments about any part of the program that you would like to share? Program staff welcomes your input. Please comment here.

EMILY GRIFFITH OPPORTUNITY SCHOOL WORKPLACE EDUCATION PROGRAM

SUPERVISOR SURVEY

Please rate the following student on a scale of 1 - 5. Scale A is rating the task in terms of its importance to the job. Scale B applies to how you feel your employees perform these tasks.

Scale A

1	2	3	4	5
Not Important		Moderately Important		Very Important/ Critical Task

Scale B

1	2	3	4	5
Does not Meet Expectations		Meets Expectations		Exceeds Expectations

SUPERVISORS' SURVEY

	SCALE A	SCALE B
I. Reading and Language		
Willingness to write information/comments on logs or forms	______	______
Spelling	______	______
Grammar	______	______
Punctuation	______	______
Writing numbers on log/SPC sheets	______	______
Organizing information	______	______
Transferring information	______	______
Printing legibly	______	______
Summarizing information	______	______
Understanding and using abbreviations and symbols	______	______
Writing reports	______	______
Following written directions	______	______
Understanding written materials	______	______
Getting information from manuals	______	______
Understanding written symbols/signs/labels	______	______
II. Communication		
Using appropriate language with supervisors and peers	______	______
Facilitating meetings	______	______
Participating in meetings	______	______
Giving a job performance appraisal	______	______
Giving and receiving criticism and praise	______	______

	SCALE A	SCALE B
Managing conflict in small groups/teams	______	______
Giving directions	______	______
Following directions	______	______
Asking and answering questions	______	______
Using appropriate workplace vocabulary (ESL)	______	______
Coaching and modeling	______	______
Cross training	______	______

III. Computation

Addition/subtraction/multiplication/division	______	______
Fractions	______	______
Decimals	______	______
Percents	______	______
Matching numbers	______	______
Compare and contrast weights and measures	______	______
Averages	______	______
Ranges	______	______
Graphs and charts (reading and understanding)	______	______
Plotting graphs on forms (e.g. SPC charts)	______	______
Estimating	______	______
Identifying math symbols on a calculator	______	______

IV. Creative/Critical Thinking

Solving problems	______	______
Brainstorming solutions to problems	______	______

	SCALE A	SCALE B
Finding information	______	______
Identifying and selecting problems	______	______
Analyzing problems	______	______
Generating potential solutions	______	______
Selecting and planning solutions	______	______
Implementing solutions	______	______
Evaluating solutions	______	______
Active listening	______	______
Predicting outcomes (cause/effect)	______	______
Prioritizing responsibilities	______	______
Goal setting: personal	______	______
Goal setting: production	______	______

Additional Comments

(use backside if necessary)

APPENDIX F

List of Courses Taught & Curricula Developed

COURSES TAUGHT THROUGH THE 1993-1994 NATIONAL WORKPLACE LITERACY GRANT

COURSES TAUGHT	LOCATION
Building Assertive Behavior	St. Anthony North
Building Self-Esteem	St. Anthony North
Communications	Mercy, St. Anthony Central
Communications, Focus On	Presbyterian/St. Luke's Hospital
Communication/Customer Service	Provenant Sr. Life Center
Communications/Problem-Solving	Imperial Headwear
Effective Presentations	St. Anthony Central
Effective Visual Aids	St. Anthony Central
ESL - Beginning	Imperial Headwear, St. Joseph Hospital, Swedish Medical Center
ESL - Intermediate	Imperial Headwear
ESL - Advanced	Imperial Headwear
ESL - Health & Hygiene	Imperial Headwear
ESL - Math	Imperial Headwear
Hooked on Words	UCHSC
GED/Basic Skills Enhancement	Mercy Hospital, St. Anthony Central, St. Joseph Hospital, Swedish Medical Center
Introduction to Business Writing	Blue Shield/Blue Cross
Learn to Learn	St. Anthony Central, UCHSC
Police Report Writing	UCHSC
Straight Talk	Inverness, Mercy Hospital, St. Anthony Central, UCHSC
Stress Management	Inverness
Using Numbers Less Than One	Mercy Hospital, St. Anthony Central, Swedish Medical Center
Vocabulary for Healthcare Personnel	St. Anthony Central

Curriculum Developed For the 1993-1994 National Workplace Literacy Grant Cycle

Basic Workplace Math For Non-Native English Speakers, Pam Ingram, May 9, 1994

Communication and Problem-Solving In The Workplace, Colleen Consol & Teresa Falagrady, December 1, 1993

Customer Service/Telephone Communications, Karen Fletcher, July 8, 1994

Effective Writing In The Workplace: A Writing Workshop, Colleen Consol, June 30, 1994

English As A Second Language/Workplace Education, Mary Snapp, December 1, 1993

ESL In The Workplace - Reading & Writing, Pam Ingram, November 30, 1994

Focus On Communication, Karen Fletcher & Connie Tripp, May 31, 1994

Getting Hooked On Words, Lucille Bollinger & Dee Sweeney, December 1, 1993

A Guide To Reading Comprehension And Critical Thinking, Teresa Falagrady, May 9, 1994

Health & Hygiene In The Workplace, Mary Snapp, July 15, 1994

Interactive Writing in the Workplace, Colleen Consol, May 31, 1994

Meet Your Mind, Dee Sweeney, May 20, 1994

A Memo Writing Workshop, John J. Cleary, March 15, 1994

TQM Awareness Training For Healthcare, John J. Cleary & Dee Sweeney, June 30, 1994

Understanding Graphs & Charts, John J. Cleary & Mary Liles Gravely, July 15, 1994

Using Numbers Less Than One, Karen Fletcher & Connie Tripp, December 1, 1993

Using Numbers Less Than One - Student Handbook, Karen Fletcher & Connie Tripp, December 1, 1993

Vocabulary For Healthcare Personnel, Teresa Falagrady, July 15, 1994

Writing It Right: A Writing Course For Police Officers, Mary Liles Gravely, June 15, 1994

The Writing Process In Health Care, John J. Cleary, December 1, 1993

The above curriculum was developed as a result of instruction delivered through the program.

Other classes were taught for which no formal curriculum was developed through our program such as

- Basic Skills Enhancement/GED
- Effective Presentations
- Creating Effective Visual Aids
- Stress Management
- Assertive Behavior & Positive Self-Esteem

APPENDIX G

Resumes of New Key Personnel

VITA

SHARON A. JOHNSON

EDUCATION

MA. Degree
University of Denver, Denver, Colorado
Emphasis-Secondary School Administration

BA. Degree
Colorado State College, Greeley, Colorado
Emphasis-Business Education and Psychology

Miscellaneous graduate work
University of Colorado, Boulder
Colorado State University, Fort Collins
University of Northern Colorado, Greeley
Brigham Young University

CERTIFICATION

Colorado Type D Administrative Certificate Secondary Endorsement

Colorado Type A Teacher Certificate

Colorado Type A Vocational Credential

EDUCATIONAL AFFILIATIONS

American Association of Curriculum Development
National Association of Secondary School Principals
Colorado Association of School Executives
Association of Curriculum Development
National Association of Secondary School Principals
Phi Delta Kappa
American Vocational Association
Colorado Vocational Association
Colorado Personnel and Guidance Association
Colorado School Counselors Association
Colorado Council on High School/College Relations

COMMUNITY AFFILIATIONS

1988-91 Member, Denver Cable TV Coordinating Committee
1991-92 Leadership Denver Class of '92

PRESENTATIONS

NASSP Annual Meeting, February, 1990, "Why Kids Stay In School"
North Central Association Annual Meeting, March, 1989,
"Creative Approach To Staff Development"
Leadership Denver Class of '90, "Schools of the Future"

PROFESSIONAL EXPERIENCE

1994-1995	Assistant Superintendent, Career Education Denver Public Schools
1992-1994	Executive Director, Secondary and Alternative Programs, Denver Public Schools
1985-1992	Principal, Fred N. Thomas Career Education Center
1966-1985	Teacher, Special Assignments and Coordinating positions - Denver Public Schools

SUMMARY OF QUALIFICATIONS

Administrative

Responsible for School-To-Work Initiative, Career, Vocational and Alternative Programs, and principal ship of a career high school and an adult area vocational school

Supervisor of twenty schools and numerous programs

Responsible for managing a large high school with over 1,000 students and close to 100 staff members.

Manage a budget in excess of $2,000,000

Oversee a comprehensive public relations program

Supervise curriculum development and instruction

Responsible for long-range planning throughout secondary education experience

Co-authored a new, innovative plan for guidance and counseling

Monitor human relations court-ordered activities for approximately twenty schools

Plan and implement human relations activities, inservice programs, and material district-wide

Serve as department liaison to community agencies

Assist schools with implementation of career education and advisement upon request

Coordinate Activities of the Business/Education Advisory Council

Responsible for several components of the Total Access Plan submitted to the US. District Court-Guidance and Counseling Model, Multicultural Infusion Model, Advisement Model, Community Involvement Model.

Plan and direct activities of Metro Denver College Counselor Committee, Out-of-State College Nights Program in consort with counselors from five school districts

SUMMARY OF QUALIFICATIONS (cont.)

Serve on Colorado Council for Colleges

HONORS/AWARDS

1991 - Awarded a Hunt Fund Scholarship to attend the "Rocky Mountain Program", University of Colorado Public Management program

1990 - Colorado Vocational Association Merit Award to an Educator

REFERENCES

Furnished Upon Request

MARLA G. MARCOTT

1077 Race Street #1204
Denver, Colorado 80206
303/575-4722 (work)
303) 333-3715

EXPERIENCE

1963 - Present	**EMILY GRIFFITH OPPORTUNITY SCHOOL, DENVER PUBLIC SCHOOLS** Solid background includes over 31 years in administration and teaching.
1993 - Present	**Interim Principal**
1984 - 1993	**Assistant principal of Administration**
1970 - 1984	**Coordinator of Marketing Education**
1963 - 1970	**Instructor of Commercial Services, Production and Management**
1960 - 1963	**BAUR'S RESTAURANT, Denver, Colorado** **Assistant to General Manager**
1959	**AMERICANA OF NEW YORK HOTEL, New York, New York** **Convention Planner**
1956 - 1958	**WASHINGTON PARK HOTEL, Washington, D.C.** **Convention Sales**

EDUCATION

	COLORADO STATE UNIVERSITY, Fort Collins, Colorado
1984	Type D - Administrator's Certificate
1975	Master's in Education, Marketing Education
1971	Bachelor of Science, Vocational Education
1954-1954	**UNIVERSITY OF HAWAII, Honolulu, Hawaii and UNIVERSITY OF CALIFORNIA AT SANTA BARBARA, Santa Barbara, California**

ACTIVITIES IN EDUCATION

Chaired committees for: North Central Association School Evaluation, Facilities Planning/Remodeling, Public Relations, Courtesy Committee, Registration Procedures, Instruction, Hiring Practices, Social Staff Relations, and Human Relations.

Served on advisory Committees for: Executive Advisory Committee; Transportation Management; Real Estate; Commercial Food Service/Production and Management; Deli/Bakery; Small Business management; Supervisory Development; Commercial Art; Interior Design; Insurance - Insurance Institute of America, Charter Property Casualty Liability, Life Office Management; Professional Growth - Family Resource Center, and North Central Association State Committee.

Developed instructional programs for: Traffic/Transportation, Real Estate, Commercial Food Service/Production and Management, Small Business management, Supervisory Development, Commercial Art, and Interior Design.

AFFILIATIONS

Colorado Administrators and Supervisors Association.
Vocational Teachers Federation, Local 203
North Central Association State Committee
Denver Transportation Club
Sales and marketing Executive.